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ABSTRACT

The evolution of the role of secondary school resource teachers, introduced in Queensland (Australia) in 1974 was examined through findings in research literature, interviews with key school personnel, a survey of resource teachers, and case studies of four schools. Data were collected from 1976 to 1978. The resource teacher program was introduced to provide appropriate learning experiences in the classroom for students of varying academic abilities. The program was needed because of a newly reorganized comprehensive state secondary school system, which created larger, more diverse classes. Experienced teachers were trained as resource teachers, in accordance with recommendations of the Joint Advisory Committee on Secondary Education, but suffered from the committee's unfamiliarity with the introduction of large-scale changes and the lack of role specificity. Through questionnaires, resource teachers described their duties and the amount of time they worked with individual students, groups of students, teachers during class, and as regular classroom teachers. By 1978 a desire to become more involved with class activities was seen, and lack of school support was often noted. Four types of resource teachers were identified, based on the amount of time spent with students in class as opposed to time spent teaching in a special resource classroom. Four schools that exemplified these models were chosen for case studies; observations and questionnaires focused on resource teacher roles, responsibilities, and needed changes. Inadequate planning accounts for many of the problems that beset the program. (FG)

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THE INTRODUCTION OF RESOURCE TEACHERS INTO QUEENSLAND STATE HIGH SCHOOLS: A CRITICAL REVIEW

Thesis submitted in fulfillment of the
requirements for the degree of
MASTER OF EDUCATION,
University of Queensland, 1980

A. Morris

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ABSTRACT

The role of the Resource Teacher, developed in the United States during the late 1960's and early 1970's was introduced into Queensland state high schools in late 1974. The resource teacher role in the U.S. was developed to provide support to exceptional children and their teachers when these children were integrated in the regular mainstream class from a Special Education facility. In contrast, the Queensland secondary resource teacher program was introduced to help class teachers provide appropriate learning experiences for the range of children of varying abilities found in a comprehensive high school.

This study traces the development of the resource teacher program in Queensland state high schools during the five years from its inception. Resource programs are categorised into three different models: Resource Room, In-Class Resource, and Balanced Resource Role. Case studies are used to examine the perceptions which class teachers and school administrators have of the resource role. Recommendations for further research are provided.

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Finally, I wish to pay special thanks to my wife Sheila and to Anne, Catherine, Peter, Elizabeth and Angela who lived with me during this period and showed patience, understanding, willing support and continued encouragement.

DEDICATION

To my mother and father

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Chapter 1

THE PROBLEM

INTRODUCTION

Amongst many innovations introduced into schools in recent years has been a new kind of teaching specialist, "the Resource Teacher". In the United States Janet Lerner has described the resource teacher as "a highly trained professional who is capable of diagnosing the child (with learning disabilities), of planning a teaching program on the basis of this diagnosis, and of implementing a teaching plan". In addition Lerner suggests that the resource teacher be a classroom consultant, a leader of in-service sessions, a liaison between the school's various specialists, parents and community agencies. Such a person must also have a "spark of enthusiasm, be an expert in human relations and have an understanding of the entire school organisation" (Lerner, 1972:258).

In Queensland, a Joint Advisory Committee set up to consider the introduction of teaching specialists enacting such roles in secondary schools said:

> The resource teacher is viewed as a generalist in special education whose role will include devising appropriate programs for children whose educational failure may be caused by limited intelligence, neurological dysfunction, emotional disturbance, cultural difference, mild sensory handicaps or inability of the school to cater adequately for individual differences.
>
> (J.A.C. Report, 1974:3)

Resource teachers were introduced into Queensland secondary schools in late 1974. The role and name were both new to the state educational system and some confusion was apparent with, for example, many people thinking that a resource teacher was concerned with audio-visual equipment.

It is the purpose of this study to see how the role of the resource teacher has developed in the four years since the introduction of the scheme. No attempt will be made to evaluate the efficacy of this innovation. Rather the study will seek to identify different resource teacher models which have developed in different state schools, factors which have led to variations in the resource role in different schools and changes which appear desirable to allow further development in relation to stated aims. Some description of the Queensland secondary school setting appears necessary to allow these questions to be seen in perspective.

CHANGES TO THE STRUCTURE OF QUEENSLAND SECONDARY EDUCATION

By 1974, the Queensland state secondary school had emerged as a comprehensive high school catering for a wide range of student abilities. This had not always been the case. Prior to 1964, the high school had tended to be a selective institution accepting students who were desirous and capable of completing an academically oriented course. Thus students chose to enter and most aimed at attaining at least a Junior certificate. Numbers were relatively small and teachers had a clear role definition, to impart knowledge and prepare students to certificate levels. In 1964, however, a number of changes occurred. The selective 'scholarship'[1] examination regulating entrance to high schools was abolished; the school leaving age was raised from fourteen years to fifteen years and the grade eight year was transferred from primary school to the high school. The effect of these changes on the numbers enrolled in state high schools was dramatic. The student population rose from 37,048 in 1962 to 64,676 in 1964; a rise of 175 per cent in two years.

---

[1] Students who did not pass the state scholarship examination could, prior to then, still enter high school by paying fees.

> Perhaps the most important development in secondary education this century was the commencement in 1964 of a program designed to offer secondary education to all. With the abolition of the Scholarship examination, and the raising of the school leaving age to fifteen years, secondary education was no longer selective. It was no longer mainly in preparation for future study; it became largely concerned with the personal development of the student. It was no longer specialist; it now sought to give a sound general education.
>
> (Department of Education, Queensland, 1973: 3)

The flowing terms of the departmental description of the changes and their effects given above imply that quite fundamental changes in organisation, curriculum and more importantly, teacher attitude, were achieved overnight. Later developments, as we shall see, suggest that although the organisational changes did occur, the other changes in curriculum and teacher attitude were less easily accomplished. It is important therefore to distinguish between rhetoric and fact. From having a selected student population with a clearly defined teaching role, the high school teacher now faced a much broader, more academically diverse group.

CHANGES TO ACADEMIC PROCEDURES

The 1962 changes to secondary education, however, only altered entry to high school and the composition of its student population. Amongst other major factors, one, assessment in the form of external

Junior and Senior Leaving Certificates, remained unchanged. It soon became apparent that these criteria of academic achievement were inappropriate for many of the students now in high school. By 1969 the problem had become so serious that a committee, the Radford Committee, was appointed to review the system of public examinations for Queensland secondary school students and to make recommendations for the assessment of students' achievements (Department of Education, Queensland, 1970, The Radford Report).[1]

The Report noted that there had been a marked increase in the percentage of students sitting the Junior Examination at the end of Grade 10, after three years of secondary education from sixty-eight per cent in 1960 to eighty-nine per cent in 1967. (Radford, 1970:14). Of the Senior Examination, the Report noted,

> The Senior Examination is being taken by more and more students who have in mind full-time study other than at universities, employment which will require part-time study of a specialist nature or employment where a good general education associated with initiative will bring rewards in responsibility and income. For a significant proportion of these students, the examination is considered to be too difficult.
>
> (Radford, 1970:17)

The Radford Committee recommended that external examinations be abolished and replaced by a system of continuous, in-school assessment backed by a network of moderation committees which would monitor standards and ensure comparability between schools (Recommendations 1,10,11,17,29,30,31). The Committee justified these recommendations by drawing attention to the relationship which, it said, should exist between the school and the needs of the student. Differences between individuals were accepted as was the need to provide more individually oriented programs.

---

[1] Public Examinations for Queensland Secondary School Students: Report of the Committee appointed to Review the System of Public Examinations for Queensland Secondary School Students and to make Recommendations for the Assessment of Students' Achievements. (The Radford Report). Department of Education, Brisbane, 1970.

> 4.18 (a) Current knowledge about the development of young people indicates that no arbitrary period should be set down as appropriate for all students to cover a given course of work. Decisions about the standard and content of work appropriate to a particular student should be made within the school ... When schools have the responsibility for the evaluation of their own students, they can provide the flexibility that is necessary, whether it be in variation, in rate of progress or whether it be the enrichment of courses for some, and remedial work for others.
>
> 4.18 (b) The belief that examinations should guard the privilege of secondary education in order that it might be limited to suitable people is disappearing. In its place we now accept the need so to extend secondary education that each person in a society may be educated as his needs and competencies require.
>
> (Radford, 1970:17)

The significance of these sentiments to the teachers used to the pre-1964 high school cannot be over-emphasised. The high school teacher's role had now been recast to include individual diagnosis of 'needs and competencies' and the development of appropriate 'standards and content of work'. This change was reinforced by the Report comment:

> The needs of the individual student will become the chief factor influencing the organisation and procedures of the school.
>
> (Radford, 1970:69)

Teachers would be freer to choose ways to teach, and be able to influence curriculum development within and beyond their schools. The school would be freer to respond not only to individual needs but also to the changing needs of the society which it served (Radford, 1970;69-70).

The Radford proposals noted were effected by 1973 so that wihin one decade, not only had the composition of the high school student population changed, but also its aims and methods of assessment. The Department of Education was itself proud of these accomplishments and said:

> 1973 was also a memorable year. It was the first year that all Queensland students did not have to sit for a public examination.
>
> ... Queensland became the first Australian state to remove the restriction of external examinations, thereby permitting the secondary schools the scope within which to achieve the true aims of comprehensive education and to undertake programs designed to meet the greatly widened range of interests and abilities of students.
>
> (Department of Education, Queensland, 1973:3)

The changed task facing the high schools may perhaps best be indicated by some statistics relating to high school enrolments during the period. These rose from 37,000 students in 1962 to 90,000 in 1972, an increase of 143 per cent in a decade. For every twenty students in 1962 there were fifty in 1972 (Department of Education, Queensland, 1973:24).

The Radford System was introduced to schools without any retraining of teachers to operate the scheme. As suggested previously, this amended form of assessment implied far more responsibility for teachers yet they were provided with virtually no assistance in bringing about its implementation. In 1976, an investigation commissioned to enquire into the operation of the Radford Scheme, reported on difficulties now faced by teachers and schools.[1] Apparently teachers were not all equally satisfied with the new system. Although Fitzgerald had noted in 1972 that:

---

[1] Fairbairn, McBride, Rigby: "A Report on Aspects of Education in Secondary Schools in Queensland Since the Introduction in 1971 of School-Based-Assessment".

> In Queensland, the teachers' union supported the major principles in the Radford Report of 1970 which advocated abolition of external examinations both in the middle and final stages of the secondary school course and the assessment by teachers of their own students.
>
> (Fitzgerald, 1972:32)

Fairbairn et al. found in 1976 that school-based assessment was a source of some disagreement amongst teachers. Only sixty-six per cent of the teachers who answered their questionnaires said that they were satisfied with school assessment. Fairbairn et al. commented:

> It appears that one of the reasons many teachers were satisfied was that they didn't want to do anything different from what they had been doing before the abolition of the external examinations. On the other hand, these teachers who expressed dissatisfaction tended to be the ones who wished to use different assessment procedures from those used in schools before the abolition of external examinations.
>
> (Fairbairn, McBride and Rigby, 1976:13)

Although Radford had made several references to the greater divergence possible with internal assessment (4.18: (1,6,7,8)), it appears that teachers or schools did not entirely avail themselves of this freedom. Fairbairn et al. found the moderation system a 'major constraint on flexibility' (p. 13); common testing within the school was said to account for more than fifty per cent of the assessment in ninety-three per cent of teacher responses, with sixteen per cent of teachers using the same tests as other schools (p. 20). Where Radford had seen teacher assessment as taking account of a variety of student activites and interests (4.18(8)), and giving schools more freedom in the choice of content and methods of presentation (6.07), Fairbairn et al. found the opposite taking place. The high school had become attached to rigid curriculum content and highly organised systems of assessment controlled by an army of moderators. There was in fact a decrease in the use of testing for estimating students' needs.

> One of the constraints preventing teachers from individualising their assessment is the extensive use of common tests within schools. The fact that only eight of the teachers interviewed wanted the proportion of common tests decreased indicated either that teachers do not really believe that assessment should be individualised, or that they do not possess the skills, time or resources necessary to develop reliable and valid assessment techniques. For example, some teachers said that the use of common tests decreased their workloads. The small extent to which assessment is geared specifically to individuals or class groups is disconcerting. It appears that most teachers place more emphasis on the achievement of comparability both within and between schools than on catering for individual differences between students.
>
> ... One of the most disturbing features of the study was the admission by teachers of the low priority given to the use of assessment to amend teaching strategies and diagnose student weaknesses.
>
> (Fairbairn et al., 1976:22)

Rather than criticise teachers for their apparent misuse of the new system, it is worthwhile noting a comment made earlier, that no retraining was provided for teachers to assist them implement this innovation. It appears that the ideal of individualisation, espoused in Departmental rhetoric, was to be achieved on an *ad hoc* basis by teachers who had the responsibility thrust upon them. The need for comparability of ratings appears to have virtually eliminated freedom of curriculum development and any opportunity to try to meet the needs of individuals.

This problem had great significance for educational administrators. The whole system of secondary education had been changed to allow a larger, more diversified student population to receive a 'sound general education' (Department of Education, 1973). Yet this apparently was not taking place. There appears no mention of programs aimed at the less able students now admitted to high schools. Instead, Fairbairn et al. (1976:32) found that although teachers had more chance to individualise the teaching in the Junior school, 'Some teachers do not seem prepared to experiment with courses and adapt them to the needs of individuals'.

INTEGRATION-SEGREGATION: A RE-EXAMINATION OF A PHILOSOPHY UNDERLYING SPECIAL EDUCATION

At the time that Queensland high schools were growing in student population as described previously, another movement was getting underway in the United States which could potentially widen the student range even more, if applied in Queensland. In the U.S.A. as in Queensland, students who were not considered capable of following a 'normal' school curriculum were moved into Special Education facilities. This separate or segregated system had grown significantly after the Second World War and had relieved the secondary school system of its responsibilities towards such students. By the late 1960's however, the policy of providing segregated special education was being questioned and even reversed in the U.S., by a number of court decisions. The catchword which emerged was 'integration' and although this was heard first in the United States it was soon taken up in Australia.

Dunn (1968), in a famous article, crystalised the 'integration-segregation' issue in the United States. He was soon followed in Australia where the Wedgewood Report noted that:

> The Committee received considerable evidence that whenever the situation warranted, integration should take place.
>
> (Senate Standing Committee on Health and Welfare (The Wedgewood Report), 1971)

In Queensland, the Director General for Education, commented:

> Our programs are beginning to be integrated and the desirable criterion appears to be that the handicapped child should be in regular classrooms with non-handicapped children as long as he can better profit from that experience. This means that children with special needs are going to be found increasingly in the normal classroom handled by the normal classroom teacher.
>
> (Guymer, 1972)

The high school was increasingly, therefore, becoming a truly comprehensive environment. Yet in high school teacher terms, fewer than ten years had elapsed since the selective procedures for admission had been abandoned. The widespread nature of these changes should also be noted. Integration was now an Australia-wide policy. Queensland policy makers echoed this national movement by their acceptance of this philosophy, although as we shall see (Chapters 6 & 7) this acceptance remains a matter of philosophy rather than of practice.

A national enquiry into education (the Karmel Committee) concurred with Guymer's opinions. The report suggested that people who consider that all children who are below average require special provision, 'hold a peculiar concept of normal'. It continued:

> There is general agreement that as many handicapped children as can adequately be catered for in them should be educated in normal groups ...
>
> (Schools in Australia (The Karmel Report), 1973)

The growing exhortation to individually oriented education highlighted in Queensland by the Radford Report (1970) was now a flood and national authority was provided to authenticate its direction. Further encouragement came in 1975 when the Schools Commission in its Triennium Report noted that:

> The main emphasis in ordinary schools should be on adapting the procedures in the ordinary classroom to individual differences among a wider range of children. This will often involve substantial organisational changes which group children and teachers and other staff flexibly over the whole school and allow specialist teachers to assist ordinary ones in the normal school setting. Sometimes such specialists work with particular children; sometimes they assist the teacher in devising specific programs for particular children.
>
> (Schools Commission Report, 1975:(15.13):241)

PUBLIC CONCERN FOR STANDARDS OF LITERACY

The extent of illiteracy was by the mid-seventies, causing concern in a number of countries. In Britain, the Bullock Report (*A Language for Life*, 1975) indicated that thirteen per cent of secondary schools surveyed judged that at least a quarter of their pupils aged twelve required special provision on account of reading and language difficulties. In ten per cent of the schools the same proportion of pupils were held to be in similar need at age fourteen (Bullock, 1975:267). Australian levels of literacy were surveyed by the A.C.E.R. which reported that twenty-five to thirty per cent of students at both ten and fourteen years were unable to provide correct answers to questions testing "comprehension of continuous prose similar to that contained in normal school texts and reference books" (Bourke and Keeves, 1976).

Another point which needs to be made is in regard to the use of libraries in schools. These had been improved considerably during the period under review and many teachers were making more use of them. There was now an increased emphasis on independent study. Yet librarians commented on the facilities often being used indiscriminately with many students, "simply copying sections of materials". (Fairbairn et al.. 1976:61)

This example illustrates the inability of many teachers adequately to provide the more individualised tasks required in the recognised secondary school. Resources in the form of libraries seemed to be used more, with students expected to assume more responsibility for their study. Their ability to cope with this form of instruction seems to have been ignored if one considers the more diverse nature of the school population.

An educational framework seems to have been constructed which would permit individualisation, freedom had been suggested for teachers to individualise instruction for the comprehensive range of students now located in high schools and improved facilities such as libraries had begun to appear yet the overall picture was one of uniformity and rigidity.

IMPLICATIONS FOR CLASS TEACHERS

The Schools Commission Report of 1975 recognised the need for reorientation of schools towards meeting the needs of individuals; it also acknowledged that the ordinary teacher now needed assistance if the range of children was to be adequately catered for. The integration of handicapped children was also encouraged and for additional support the Commission noted that:

> Australian Directors of Special Education have endorsed this approach.
> (Schools Commission, 1975:235)

The role of the 'specialist teacher' which the report recommended is very similar to a description of the resource teacher model which had been introduced in Queensland secondary schools in the previous year (Joint Advisory Committee Report, 1974). Thus recognition of the need for additional help is seen to be a national phenomenon not restricted to one state. The Commission described the new specialist role in more detail as follows:

> A new model of the range and use of specialist staff which is well established is some countries is now emerging in Australian school systems. The model concentrates on diagnosing the school setting and its capacity to individualise the learning process rather than on measuring the mental attributes of the child. The focus is on helping the teacher in the classroom setting, a task which is clearly more easily performed by a permanent member of staff than by visitors ...
>
> (Schools Commission, 1975:238)

A school-based diagnostician program-planner was therefore seen to be necessary if teachers were to be able to develop individualised programs in curriculum areas. This is not to say that all teachers were unable to cope but rather that sufficient problems had emerged that the need for a new specialist "helping" teacher had been recognised and recommended (Schools Commission, 1975:238).

RESOURCE TEACHERS

Resource teachers were introduced into the Queensland secondary school 'melting pot' in late 1974. A Joint Advisory Committee, set up to consider the establishment of this new teaching position, reported on the perceived role as follows:

> The role of the resource teacher in the secondary school may be defined to include:
>
> 1. Consultant to content area teachers on basic skills development.
> 2. Diagnostician of learning disabilities with emphasis on early screening and intervention.
> 3. Assist in the development of programs designed to individualise instruction.
> 4. Assist in the development of, and advise on

the use of, appropriate learning materials.

5. Undertake some co-operative teaching in the classroom.
6. Withdraw "hard-core" cases for some remedial teaching.
7. Will not act as a subject teacher in addition to resource teaching duties.

(Joint Advisory Committee Report, 1974:4-6)

It will be seen that this 1974 Report was a precursor of the 1975 Schools Commission Report referred to earlier in this discussion. Queensland can therefore be seen to be amongst the leaders in adoption of this new model.

In the United States, the resource teacher model developed originally in an attempt to support handicapped children who were returned to mainstream school settings from Special Education (Haring, 1973). The policy of 'mainstreaming', or 'integrating' recognised that the regular classroom teacher would have problems dealing with handicapped children who were returned to the ordinary classroom from a special education facility. Haring suggested that mainstreaming placed an 'intolerable burden on the class teachers unless they received some special help'. This help, he thought, could be provided by a resource teacher (Haring, 1973:71).

This need to support the 'integrated' child and the classroom teacher receiving the child was extensively recognised in the American Literature from 1968 (Deno, 1968; Bruininks and Rynder, 1971; Haring, 1971; Martin, 1972; Buffmire, 1973; Smith, 1973). Various models were described among which were a withdrawal type resource room (Reger and Koppman, 1971); a trainer for regular classroom teachers (Haring, 1971); a diagnostician-strategist combination (Buffmire, 1973); and a consultant-teacher (Bauer, 1975).

Although this range of role possibilities for the 'resource teacher' has been valuable in that a large number of alternatives has been explored, it is confusing in that the title has become imprecise. Much has been written in the United States on these varying models and it is now possible to identify particular styles of resource teaching. However, little has been done to evaluate the varied models and that research which exists (all American), is found to be largely unsatisfactory and inconclusive (MacMillan and Becker, 1977; Sindelar and Deno, 1978).

The Queensland secondary resource teacher model was, when introduced, therefore based on an imprecise, unvalidated American concept, not supported by research evidence. In addition, the Queensland model as shown in the Joint Advisory Committee Report, 1974, and also the wider Australian recommendation in the Schools Commission Report, 1975, were focussed on helping the class teacher cope with the range of ability shown by normal children in normal classrooms. This is in contrast to the origins of the American model noted above, which started by providing help where handicapped children were integrated into normal schools from a Special Education setting.

THE STUDY

The purpose of this study is therefore to establish what has emerged in Queensland in the role described as a 'secondary resource teacher'. In this regard a number of questions appear relevant:

1. Why was this position introduced?
2. What role was originally proposed for the resource teacher in Queensland secondary schools and what are resource teachers actually doing?

3. Which people were intended to become resource teachers? Which people have become resource teachers?

4. What training was envisaged?

5. How was the role introduced into the general 'umbrella' of educational services and into specific school situations?

6. What reaction have classroom teachers had to these new colleagues? Have any changes in their practices resulted as a function of their co-operation with resource teachers?

7. To what extent have the resource teaching practices which have developed been based on research evidence?

8. What changes, if any, have resource teachers made to the secondary school? What constraints have operated on further change?

9. What lessons can be learnt from the introduction of this innovatory role?

10. What further research appears necessary?

11. What recommendations can be made?

Chapter 2

RESOURCE TEACHING: A LITERATURE REVIEW

INTRODUCTION

Resource teaching evolved in the United States in the late 1960's and early 1970's. Most of the literature available on this innovation is American and will therefore form the greater part of this review. Other literature from Australia, Britain and New Zealand will be introduced, where it is available, in order to draw comparisons and contrasts with the main body of American work.

Although resource teachers have been in school systems for many years (Hammilland Wiederholt, 1971; Deno, 1973), the use of such persons has become widespread only in the last ten years. Prior to 1966, very little reference can be found to resource teachers per se, yet the literature today is replete with descriptions of resource teacher and resource room references. 'Resource Teacher' was first listed as a Descriptor in Educational Resources Information Centre (ERIC) abstracts in July 1966 although Resource Room Programs did not appear as a descriptor until October 1977.

A computer search of ERIC in October 1978 found 269 references to resource teachers and resource rooms. A review of the references in the category, 'resource teachers' showed this to be a very imprecise term with a variety of helping roles being included. When other descriptors, Handicapped Children, Regular Class Placement, and Special Education teachers, were applied to the 269 references given for resource teachers, this number was reduced to 126. This group was printed in abstract form and formed the basis of the Literature search. A review of journals also provided a considerable number of references additional to those located through the ERIC search.

A. SPECIAL EDUCATION ORIGINS OF RESOURCE TEACHING

Resource teaching is primarily related to the movement in education to provide for the individual needs of students. Changing attitudes in the 1960's caused many regular schools to accept a wider range of pupils than they previously had and it was the immediate impact of this greater variability amongst pupils which led to a re-evaluation of school programs. This trend placed new demands on classroom teachers, a demand which Haring calls an 'intolerable burden' (Haring, 1973:71). Haring and others (Dunn, 1968; Lilly, 1970; McKenzie, 1970) have seen the resource teacher as being a necessary introduction if schools are to cope with the wider range of individual needs now found within their school populations. To see the emergence of this role in perspective, it is necessary to examine the factors which created the changing situation in schools.

1. Segregated Special Education Classes

(a) Effectiveness

The main thrust towards resource teaching occurred in the United States where the number of special day classes for retarded children grew rapidly after the Second World War (Bruininks and Rynders, 1971). By 1970, Bruininks et al. suggest, more than 540,000 children in the United States were enrolled in programs for the mentally retarded and approximately 90 percent of all children in these programs were receiving instruction in self-contained special classes (pp. 56-56). However, Johnson (1962) and others (Dunn, 1968; Lilly, 1970) have questioned the value of such classes in terms of the outcomes of the programs provided. In addition, a number of court cases have challenged the constitutionality of segregated classes. The combination of these pressures has led to a reversal of the growth in the number of such classes and a movement towards placing mildly handicapped children back in regular classes, (mainstreaming). Johnson suggests that:

> It is indeed paradoxical that mentally handicapped children having teachers especially trained, having more money spent on their education and being enrolled in classes with fewer children and a program designed to provide for their unique needs, should be accomplishing the objectives of their education at a lower level than similar mentally handicapped children who have not had these advantages and have been forced to remain in the regular grades.
>
> (Johnson, 1962:66)

Dunn (1968) has summarized evidence available and claims:

> These results are well known (Kirk, 1964) and suggest consistently that retarded pupils make as much or more progress in the regular grades as they do in special education.

He also claims that work by Rubin, Senison, and Betwee (1966) has shown that:

> ... there is little or no evidence that special class programming is generally beneficial to emotionally disturbed children as a specific method of intervention and correction.
>
> (Dunn, 1968:8)

Such conclusions are supported by writers such as Christopolos and Renz (1969), Gjessing (1972). Other commentators have, however, suggested that the design of much of this research was unsatisfactory. It would appear at this time that many generalizations were made on the basis of unsound evidence. These assumptions were eagerly grasped by forces pressing for change on social grounds rather than on solid evidence (MacMillan & Becker, 1977).

(b) Composition of Special Classes

The criticism of special day classes for the mildly mentally retarded (educable mentally retarded) has not been confined however to the effectiveness of such programs. Dunn, for example, observes that:

> In my best judgement, about 60 to 80 percent of the pupils ... are children from low-status background - including Afro-Americans, American Indians, Mexicans and Peurto Rican Americans; those from nonstandard English speaking, broken, disorganized, and inadequate homes; and children from other non middle class environments.
>
> (Dunn, 1968:5)

Thus, special classes were seen at that time as repositories for children who were handicapped by their social and ethnic backgrounds and who were not necessarily mentally handicapped. This criticism was seen as an indictment of the regular education system which had seemingly failed to provide adequately for these children's needs.

(c) Labelling

Dunn's solution has been to recommend that the use of labels such as 'mentally retarded' be discontinued and that children labelled as such be integrated into regular classes rather than be placed in segregated special classes. Indeed he suggests that if he were a Negro from the slums,

> ... who had heard of the Judge Wright decision and knew what I know now about special classes for the educable mentally retarded, other things being equal, I would then go to court before allowing the schools to label my child as "mentally retarded" and place him in a "self-contained" special school or class.
>
> (Dunn, 1968:7)

The Judge Wright decision referred to was a particular case which abolished the practice of 'tracking' or 'streaming' in the District of Columbia (Dunn, 1968:6) and was typical of the outcomes of court actions in the mid 1960's in which parents challenged the educational provisions made for their children. Not only were these special placements seen as socially undesirable in the sense of creating ghetto-like classes but they were also judged as undesirable in the effects which such categorisation could have on the self concepts of the students within these classes (Towne and Joiner, 1968; Jones, 1972). Dunn has drawn on the work of Rosenthal and Jacobson (1966) to suggest that labelling a child as mentally handicapped and placing him in a segregated setting not only tells the child that he can not succeed but also reduces the teacher's expectations of that student's progress. Dunn also refers to Myerowitz (1965, 1967), who has demonstrated that special class placement actually hinders rather than aids students' feelings of self worth and their ability to relate to peers outside school.

Lilly continues this examination of the effects of children's placement and claims that labelling and segregation draw attention only to faults in the child and not to those in the environment. He suggests that a variety of mildly handicapped students including educable mentally retarded, emotionally disturbed, behaviourally disordered, educationally handicapped, learning disabled and brain injured students, could all be better placed in regular classes. It is, he says, better to talk of:

> exceptional school situations rather than exceptional children, where external intervention is deemed necessary.
>
> (Lilly, 1970:48)

Andrews (1972) concludes that a review of the available literature seems to indicate that:

> recent demands for increased educational integration of children with special needs have been founded on five main points.

These are, he suggests:

> 1. The evidence for little, if any, advantage of segregated special educational programmes over integrated provision in regular schools.
> 2. Parental and professional disenchantment with current psycho-educational diagnostic procedures, and the categorization and labelling to which these procedures are closely tied.
> 3. A reaction, again by parents and professionals, against the practice of educationally segregating many children, who, without little doubt, could be better catered for if integrated into the regular school programme. These include many of the mildly mentally retarded and culturally disadvantaged.
> 4. Parental pressure toward integration of handicapped children into the general educational mainstream, wherever possible.
> 5. The rapidly-increasing costs of special school provision.
>
> (Andrews, 1972:16-20)

2. Moves to Integration

The effect of these criticisms and their acceptance by the courts has been to reduce significantly the number of self-contained special classes in the United States and to create an "Integration-Segregation" debate which has extended far beyond that country. Hammons has said of Dunn that his work:

> was the culmination of dissatisfaction with current practices rather than the response to the contentions he advanced. However, the quantity and variety of reactions have probably surprised even Dunn himself.
>
> (Hammons, 1972:565)

Since 1973 Federal legislation in the United States has required that children be placed in an educational environment which provides the 'least restrictive alternative'. Miller and Switzky (1978) suggest that the term 'least restrictive alternative', is a 'consumation' of the ideas of a number of people including Reynolds (1962) and Deno (1970). Reynolds for example, suggests that most efforts to provide services for exceptional learners ought to take place within the regular classroom, movement away from the service delivery norm being inappropriate.

3. Concerns Regarding Integration

The integration of handicapped children increased rapidly in the early 1970's. This development occurred, Reynolds (1973) says, because public concern at the spread of special classes and the composition of the student population within the classes (impoverished and minority groups) had earlier led to such resentment and reaction that administrators were, "under a virtual mandate to reverse the expansion of special education programs".

However, Cruickshank in an article entitled, *The False Hope of Integration*, charges that:

> A situation is developing in general and special education which is impregnated at the most with the reality of failures; at the least with dangers to the children who are purported to be served. Suddenly, for a variety of reasons, the educational watchword is integration. A movement is developing against the utilization of the special class. Just as special classes were the solution to all of an administrator's educational problems a decade past, now, with equally as little or no thought, the same officials are advocating that most exceptional children be assimilated into the regular grades.
>
> (Cruickshank, 1974:67)

In Canada, one Provincial Special Education Branch moved to issue a warning against the too rapid elimination by School

Divisions of their special classes in favor of a wholesale conversion to resource teacher programs. The criterion, it says, should be the welfare and appropriate placement of children, not any arbitrary commitment to a particular organizational arrangement (Stephan and Morris, 1974).

Watts, when reviewing special education provisions in the 1970's, identifies "the issue of integration/segregation" as one of the "major contemporary issues" in Australian special education.

> Before attempting to decide in what organizational setting the mildly mentally handicapped child will be best and most positively served by education, research must provide the answers to questions related to the child, the parents, the teachers and the system. The pattern of answers to these questions would help policy makers to decide whether morals and ethics would best be served by integrated or segregated provisions, and whether idealism positively informed their decision or led them to a decision blind to the realities and foredoomed to failure.
>
> (Watts, 1975:79)

In the United States, MacMillan and Becker (1977) find it paradoxical that a series of court decisions in the early 1970's has led to legislation mandating "mainstreaming" special education children back into regular programs,

> a setting which heretofore was deemed inappropriate for such children since it was in the regular class that they had initially emerged as problem learners.

Dunn (1968) has in fact claimed that the regular classroom situation has over the years, improved its organization, its curricula, has better trained professional staff and is equipped with modern hardware. By 1968, he was able to suggest that these changes had made self-contained special classes, "less justifiable today than in the past", and as a consequence,

> school programs are now better able to deal with individual differences in pupils.

MacMillan and Becker question these assumptions and show that they do not share Dunn's enthusiasm.

> We question whether regular education has changed sufficiently to warrant the apparent optimism regarding the educational plight of the milely handicapped learner. One cannot lose sight of the fact that traditionally these have been "hard to teach" children, and to delabel and mainstream does nothing to alter that fact.
>
> (MacMillan and Becker, 1977:210)

MacMillan and Becker examine the five reasons which Dunn has advanced as reasons for adopting mainstreaming policies. They conclude that four of the five have not been supported by research. These are:

(i) the inappropriateness of tests. (Cleary, Humphreys, Kendrick and Wesman, 1975)

(ii) incompetent test administration. (Sattler, 1973, and Myers, Sundstrom, and Yoshida, 1974)

(iii) the inadequacy of special classes. (MacMillan, 1971), and

(iv) the effects of labelling and placement. (MacMillan, Jones, Aloia, 1974)

The only point of Dunn's which has not been refuted is, MacMillan and Becker claim, that parents have not been fully informed and involved in the placement process. They conclude in their review that:

> Just as clear is the fact that mainstreaming did not originate from a compelling evidenciary basis, but instead from a socio-political one.

Mainstreaming, they suggest, "is going to be a very difficult process". Along with Stephan and Morris (1974) and Watts (1975), MacMillan and Becker urge that "mainstreaming must serve children and not causes" (MacMillan and Becker, 1977:211).

Although MacMillan and Becker may be correct in their suggestion that a great many integration programs were rushed into on other than educational grounds, there have been programs which have shown care and planning in their design and organization and which have been initiated as pilot programs rather than as wholesale system changes (Mackenzie et al., 1970; Fox et al., 1973; Johnson and Grismer, 1973; Prouty and McGarry, 1973). Interestingly, several of these programs were established before Dunn's ideas had had time to take effect.

Notwithstanding the fact that some pilot projects were undertaken, the general criticism that mainstreaming was rushed into appears valid in that large system wide changes were made before these pilot programs had been evaluated. Typical of administrators' enthusiasm are these sentiments expressed by Ewald B. Nyguist, President of the University of the State of New York and Commissioner of Education, in a foreward to a 1973 paper, *Mainstreaming, Idea and Actuality*.

> I am committed to the concept of mainstreaming because it expands the opportunities and options available to handicapped children. The concept tends to discourage labelling and stereotyping that limit the way people see these children and ultimately the way they see themselves. Ending the isolation of these children, this approach allows them to become an accredited part of the life of the school and the community.
>
> (Smith, 1973)

A considerable number of papers published in the early 1970's give accounts of mainstreaming projects, many of which involved resource programs. Authors who describe early resource teacher involvement with mainstreaming projects are Routt County School Districts, 1969; Maryland State Department of Education, 1971; Reger and Koppman, 1971; Hammill and Wiederholt, 1972;

Buffmire, 1973.

The trend to integration is also to be found in Australia, where Watts comments:

> It is somewhat alarming to find that the Schools Commission in its report for the 1976 to 1978 Triennium counsels, in the fact of lack of any available evidence, integration.
>
> (Watts, 1975:70)

As already noted in Chapter 1, the Karmel Report (1973) had recommended integration and the Schools Commission, supported by all Australian Directors of Special Education, has continued this orientation. At the Queensland state level, the Director General espoused integration by 1972, pointing out that the normal classroom teacher may increasingly expect to find children with special neds in the ordinary classroom (Guymer, 1972). Codd (1975) describes similar trends in New Zealand in the early 1970's.

The 'integration' concept has therefore been accepted in educational systems outside the United States, before it has actually been validated by research. The evidence available is equivocal (Bruininks and Rynders, 1971; MacMillan and Becker, 1977; Sindelar and Deno, 1978).

> The acceptance of mainstreaming ideals, whilst laudable, may sadly eventuate in much disappointment. Sudden implementation without the safeguard of objective evaluation leads to institutionalization without validation.
>
> (Bruininks and Rynders, 1971:1)

Watts suggests that:

> the overwhelming moral imperative ... is to contain and limit the risks they (exceptional children) will encounter.
>
> (Watts, 1975:79)

That is, research should precede and guide the establishment of any widespread changes to existing provisions for exceptional children.

4. Location of Resource Programs: Regular or Special Education?

(a) United States of America

Deno (1971) and Sabatino (1972) both urge a reconsideration of special education provisions. Deno (1971) proposes a 'cascade' model with eight levels. This can provide for a wide range of provisions through which people may move depending on changing needs. Sabatino also observes that:

> What should be special about Special Education is a continuum of teaching environments that permits special educators ... to focus on handicapped children.
> (Sabatino, 1972:336)

Schworn (1976) however, finds hierarchies such as the Deno 'cascade' model inadequate since they are not designed to indicate instructional needs and give no indication of what is to be done. Schworn provides a model which, he suggests, allows for consideration of program inputs required by both teacher and student. The danger he sees is that when a model is used, there exists a tendency for the model to dictate the instructional mode in a rigid, inflexible manner. Thus a program may come to rely primarily on an operant and programmed instruction model, or a resource teacher model may stipulate the use of a diagnostic-prescriptive approach.

> Rigidity of instruction is suspected when the instructional model relies solely on one method or deals with one academic skill such as reading ... The model will then become more administrative than instructional.
> (Schworm, 1976:183)

Bradfield (1973) identifies a significant outcome of innovative resource programs. He finds that the introduction of resource teacher programs has led to the identification of large numbers of children already in regular classes who display educational problems similar to those of exceptional children who are being mainstreamed. Since these discoveries, resource teacher programs have been required to serve a much broader clientele than when introduced solely to support mainstreamed children.

(b) England and Wales

It is interesting to note that several authors in Great Britain observe similar situations of large numbers of children in regular classes whose educational needs are not being met and deplore the lack of adequate provision in that country. The Bullock Report[1] (1975) suggests that there are many secondary schools in which work with 'slow learners' ranks low in the list of priorities and attracts less than its fair share of resources.

> ... their (slow learners) educational needs appeared to be inadequately recognized.
> (Bullock, 1975:274)

Disturbed at this situation, the Report recommends that responsibility for these children should be given to a senior member of staff with sufficient status to enable him to carry out the role (18.17:274).

Unfortunately this state of affairs has been known to exist for some time. The Department of Education and Science Report, *The Slow Learner in Secondary Schools* (1971) surveyed secondary schools to establish what provisions were offered at that time. It found a complete range of provisions from "streamed" to

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[1] Department of Education and Science, *A Language for Life*, The Bullock Report, 1975.

"unstreamed" classes with virtually every kind of intermediate arrangement (p. 1). One third of schools claimed to have a 'Remedial Department' but in some cases it was difficult to establish whether this department actually existed (p. 12). Where remedial departments did exist their financial recognition indicated that the status of 'Head' of this department ranked well below that of heads of academic departments (p. 12).

> The result is very much what might be expected: a vicious circle is apparent - staff without specialist training and very often little experience, poor facilities and unimpressive results, which in turn deter better equipped teachers from undertaking this type of work.
>
> (D.E.S., 1971:12)

Smedley commenting on this British background states:

> Our society is ambivalent in regard to its treatment of those who are less successful - in terms of contentional social and educational aims. The commitment is only partial and this is reflected in the economic status awarded those teachers who attempt to work in the field and the resources provided for their use.
>
> (Smedley, 1977:162)

By 1978, the Warnock Committee in its report *Special Educational Needs* identified 458,087 children with learning difficulties, emotional or behavioural problems or combinations of these, who were being catered for, at least in part, in special classes other than officially designated Special Education classes. Of this 4.7 percent of the school population, 82 percent spent less than half their time in the special class (p. 104)

In an echo of the 1971 report on slow learners, Warnock recommends that:

> ... the headteacher should normally delegate day to day responsibility for making arrangements for children with special needs to a designated specialist teacher or head of department. Such a teacher should be free

> to plan provisions, including the curriculum, in consultation with the head teacher.
>
> (Warnock, 1978: 109-110)

This most significant British report notes the American practice of providing resource centres where special programs are organized for part of the day with the children involved returning to their ordinary classes for the remainder (7.31.iii) and recommends such establishments in British schools (7.32). Schools having such a provision should, the report argues, be given an extra teacher above requirements to allow for continuity and to permit other staff to be released for in-service (7.36). In future there will hopefully be:

> ... at least one member of staff in most large schools with additional training and expertise in special education.
>
> (7.40)

The Warnock Report also points out the need for support of class teachers and, along with Deno (1973) and others, argues for a continuum of Special Education services. The report suggests that as many as twenty percent of children will at some time in their school career need special help. What is needed for these children, the authors suggest, is not Special Education in a systemic sense but special education in a different-from-routine sense beyond that provided by the ordinary teacher.

In this respect Warnock preferred to think of all education as 'special' and recommended the abolition of the ten official categories of handicap in Britain. The British background provided in the foregoing clearly indicates the difficulties which 'regular' education can experience. The division, often arbitrary, into regular and special education has left many children in regular schools virtually uncatered for. Brennan says of British provisions:

> ... the backward child who does not enter a special school is left in the most hazardous situation in the whole educational system. His educational future is at the mercy of completely fortuitous local circumstances which may differ not only from area to area but also from school to school, or even from term to term within the same school.
>
> (Brennan, 1977:73)

Warnock (1978) in discussing such provisions in regular schools observes:

> Children with mild learning difficulties ... are those for whom remedial services and remedial teachers in ordinary schools usually have responsibility at present. We have argued that the distinction between remedial education and special education can no longer be maintained, and we see these children as forming the largest proportion of all these who, in our view, require special educational provision.
>
> (11.49)

And:

> In many instances children with mild learning problems can be helped successfully to follow the normal curriculum and, indeed, we envisage that the majority will be able to manage, with appropriate support, in ordinary classes.
>
> (11.50)

Thus, although Warnock does not pursue the American argument espoused by Dunn (1968) and others for the integration of exceptional children, it does note the difficulties which face many children and many teachers in regular schools. Also, although it does not specifically press for resource teachers by name, the Report does introduce the concepts of resource room support on a part-time basis, maintenance of problem learners in regular classrooms and support to regular class teachers to assist with these students.

(c) New Zealand

A similar situation to that in Britain has been noted in New Zealand by Codd (1975). He describes increasing numbers of children in New Zealand schools who are experiencing severe difficulties within the regular classroom, for whom existing provisions are "neither adequate nor appropriate". Codd suggests that the resource room concept should be developed instead of a full-time special class approach. In New Zealand, he says, the use of arbitrary cut-offs and limited Special Education facilities leaves many children with long term problems in regular classrooms:

> ... to steadily worsen ... until they have reached a degree of severity which militates against all attempts at treatment.
>
> (Codd, 1975:5)

He concludes that regular class teachers must have some skills in the identification of special needs and that they must have available to them the support and guidance of resource teachers with training and expertise in special education.

Codd also recommends the concept of placement within a scale of 'levels of intervention', as part of a continuum with attention being directed towards educational requirements.

> What is being suggested here is that we stop developing special education as a separate system and begin to see it as a continuum of services radiating from the regular classroom. This entails complementing the concept of placement with a concept of levels of intervention. At each level the emphasis is on "functions to be performed" rather than diagnostic classification, and the primary objective for the child who receives intervening treatment is to have him retained in (or returned to) the regular classes better equipped to cope with the specific behavioural or scholastic task.
>
> (Codd, 1975:6,7)

B. MODELS OF RESOURCE TEACHING

A number of pilot programs were established in the late 1960's and early 1970's to provide:

> a kind of person who could promote better utilization of people, curricula, and material resources for the assessed needs of an individual child.
>
> (Deno, 1973:xiv)

Unfortunately agreement was never reached on how this 'kind of person' might operate and the title 'resource teacher' was and is applied to a variety of quite different roles. These may be grouped into three main categories as follows.

1. Consultant Teacher Models

Prouty and McGarry (1973) report a program which was established by Prouty and Prillaman in 1966-67. This prepared Diagnostic/ Prescriptive Teachers (DPT) who were, 'specifically trained, school-based, special educators'. Each of these teachers served:

> as an educational diagnostician-consultant to regular class teachers in the development of appropriate instructional and socialization experiences for children who are viewed as posing problems in learning and/or behaviour.
>
> (Prouty and McGarry, 1973:47)

The DPT model considered the regular-class room environment to have considerable potential for the greater accommodation of children with widely varied learning and behaviour styles. The model provided the Diagnostic Prescriptive Teacher with a highly specific structure in which to operate, as well as a clear role definition aimed at the prevention of fragmentation or distortion of program goals. The role-definition contained ten points which specified activities ranging from how written referrals were to be completed, to descriptions of evaluation and short and long term follow-up procedures.

The specificity of this model was also applied to the criteria to be used in the evaluation of the program, highly explicit questions being asked in each school such as:

> Is the DPT following completely and without variation the operational model?
>
> How is the DPT influencing change?
>
> (Prouty and McGarry, 1973:52)

The DPT's, who worked from a centrally located, well-equipped classroom called the Activity Room, did not engage in any remediation, tutoring or counselling, nor did they remove a child from the regular classroom for more than one hour each day.

This model is typical of the 'consultant' type of resource teacher program. A close relationship can be seen to clinical models which exist outside the school, providing diagnostic-prescriptive evaluations. The change which models of this type (Routt County School Districts, 1969; Maryland State Department of Education, 1971) made, was the provision of an in-school, resource colleague to give on the spot advice.

In Routt County, the resource person was called a 'Child Study Teacher'. The role involved evaluating children, aiding the principal with staffing decisions for individual children and reporting to and providing in-service training for teachers. The aim of the program was to find each child's best way of learning and then to change the type of instruction offered to suit this 'best learning style' (Routt County, 1969).

The Maryland program claims that:

> The teacher needs an educational assessment, profiling strengths and weaknesses, with an educational program in terms that are understandable, practical and helpful. Not a psychomedical evaluation emphasising labelling or categorization of children by functional area of handicap tending to set up rigid programs. Emphasis must shift from a particular handicap to the individual child and his emotional needs.
>
> (Maryland, 1971:1)

Other consultant-type programs are described by Fox et al., (1973) 'Consulting Teachers'; Buffmire, 1973, 'Stratisticians'; Shaw and Shaw, 1973, 'Classroom Specialists'; and Morse (1974), 'Helping Teachers'.

Shaw and Shaw (1973), as do Buffmire (1973) and Morse (1974), emphasise the fact that the program is aimed specifically at classroom teachers, in order to develop their diagnostic-prescriptive skills.

> Unlike those remedial, resource, or diagnostic prescriptive services that are child-centred, this plan is teacher-centered. It focuses on those aspects of the teacher's classroom program that he perceives as inadequate.
>
> (Shaw and Shaw, 1973:61)

Buffmire in explaining the background to the Stratistician model, (a strategist plus diagnostician) states:

> The top priority, special education needed in Utah was the identification of better ways to help teachers deal with handicapped children in their regular classrooms. Thus the decision was made to explore a teacher resource model on the basis of two main assumptions:
>
> 1. All children can learn regardless of their handicaps.
> 2. All teachers can perform more effectively.
>
> (Buffmire, 1973:4)

All consultant teacher models located in this review emphasise provision and development of programs taught by the regular teacher in the regular classroom. Withdrawal of students is only for diagnostic purposes and prescriptions for change are either given to, or worked out with, the class teacher.

2. Resource Room Models

In contrast to consultant teacher models, resource room models emphasise direct service to students who are withdrawn from the classroom. However, there appear to be as many variations to this model as there are programs. The definition given in ERIC Descriptors describes resource room programs as:

> Special classroom programs in which a specially trained teacher provides instructional support for students referred by regular classroom teachers.
>
> (ERIC Descriptors, 1978:290)

Hammill and Wiederholt (1972) react against the use of resource room programs of a categorical nature which cater for children with a specific handicap such as emotionally disturbed or visually handicapped. Whilst recognizing that programs of a specific nature may still be required by some children, Hammill and Wiederholt see the need also for a non-categorical resource room as a different type of program catering for any children identified by their teachers as having difficulties in class, a move which Dunn had suggested in 1968.

Following the introduction of resource rooms in the late 1960's and early 1970's, a number of authors have noted that teachers of regular classrooms have begun to identify large numbers of their 'normal students' as displaying characteristics similar to those shown by the newly integrated 'special education' children. For example, McKenzie et al. (1970) claimed that in Vermont, eighty percent of handicapped children were in regular classes where special services were unavailable. Smith (1973) suggested that forty percent of children with learning and behaviour problems were in regular teachers' classrooms receiving no special services. Bradfield, et al. notes:

> one of the interesting developments in this project was that the staff found at least an equivalent number of children who were as handicapped as the children who previously had been labelled exceptional and, in some cases, they were more handicapped.
>
> (Bradfield, et al. 1973:390)

It is this previously unhelped pool of children which Hammill and Wiederholt seek to help in their 'non-categorical' resource room model. They see this facility as a 'half-way station' between the self-contained special class or categorical resource room and the regular classroom.

Resource room programs in the early and mid 1970's had therefore to respond to a number of factors which had not been envisaged in the initial descriptions of the role.

Miller and Switzky suggest that it is only to be expected that resource room programs will vary.

> ... environments are dissimilar. Consider the 'learning disabilities resource room'. Its differences across any two cases are large, and may include different buildings, teacher characteristics, materials, remedial emphases, professional support, and so on.
>
> (Miller and Switzky, 1978:129)

Wiederholt, Hammill and Brown describe five distinct resource room models (Wiederholt et al., 1978:6-10). These are:

- Categorical;
- Cross-categorical;
- Non-categorical;
- Specific skill; and
- Itinerant.

Categorical resource rooms provide direct student support to children who have been formally and officially diagnosed as having a particular form of handicap, for example, mentally retarded. The teachers in categorical resource rooms are usually trained and authorized to teach only the particular handicap for which the room is intended.

Cross-categorical resource rooms provide for children with various forms of mild to moderate handicaps. Thus a group of students withdrawn to the resource room can include a variety of handicap labels.

Non-categorical resource rooms accept students who have been identified as in need of additional educational help irrespective of whether they have been officially diagnosed as handicapped.

Specific skill programs are oriented towards a particular area such as reading or mathematics.

Itinerant resource programs are those in which the resource teacher has responsibility to more than one school and so moves from school to school providing services. This model can utilize any of the four previous models as its basis.

These resource room programs are staffed by specially trained people and children are scheduled on a regular basis for "remedial assistance" (MacMillan and Becker, 1977). The resource room program occupies less than half of any child's school day and responsibility for the child's education remains with the regular class teacher (Carroll, 1967; Hammill and Wiederholt, 1972; Johnson and Grismer, 1973; Kirk and Elkins, 1975; Leviton, 1978; Sindelar and Deno, 1978; Warnock, 1978). Many authors suggest that resource room programs have a broader role than a simplistic withdrawal room with a remedial orientation. However, it is a fact that many resource programs have been seen as commencing and consolidating a withdrawal, remedial role, before moving on to the broader role (Hammill and Wiederholt, 1972; O'Connor, 1977; Knudsen, 1978).

> ... initially, the resource teacher works almost exclusively with the pupils. If the teacher is talented ... the regular teacher will seek him out and request his help with other pupils. His credentials to function as a teacher consultant will thus be established. At no time however, should he spend so much time consulting that the resource room instructional effort suffers.
>
> (Hammill and Wiederholt, 1972:45)

Hammill and Wiederholt's bias towards direct student service in a withdrawal situation over the in-class resource teacher can be clearly seen in this passage. In contrast, Newcomer (1977) sees the withdrawal, remedial resource room role becoming so entrenched that it in fact becomes the entire program. Resource room teachers become isolated from the regular classroom program and instructional activities are not integrated at all.

> Resource programs maintain the child's placement in the regular class but all too frequently operate concurrently rather than co-ordinately with the regular program. There is often little relationship between the special educator's instructional strategies and the instructional activities which occur within the regular class, despite the fact that common sense dictates the necessity of interrelated programs.
>
> (Newcomer, 1977:154)

Newcomer claims that:

> The primary limitation on performing most diagnostic and remedial activities in an environment separate from the regular classroom is that it reduces opportunities for interaction of the regular and special educators. This is true despite the fact that resource room and other mainstream special education programs make minor commitments to such interaction. Unfortunately, these relationships are often limited to recommendations from the special to the regular educator involving the use of certain materials or activities with particular children enrolled in the

> special education program. Rarely does the resource room teacher's role definition plan for the necessary degree of interaction with the regular class teacher to establish a co-ordinated instructional program. The fact that special education is infrequently allotted time for class observation, teacher conferences, staff meetings, etc., suggests that the teacher consultant aspects of resource room operations are low priority activities, even when lip service is paid to their importance.
>
> (Newcomer, 1977:159)

3. Resource Teacher Models

Descriptions of 'resource teacher' programs indicate that they display a far greater affinity with consulting teacher models, already described, than with resource-room programs. A clear and obvious difference exists between a resource or consulting teacher who is involved in in-class diagnosis and program development with the regular class teacher, and a resource-room teacher, who withdraws students from the regular classroom. It would appear that the use of the term 'resource' to describe these quite different programs was an unfortunate choice.

Resource teacher and consulting teacher models as described in the literature, are virtually indistinguishable. Haring's resource teacher for example, 'would work directly in the regular classroom with teachers, training them in methods of individual programming for children with learning or behaviour disorders'. Whilst Haring acknowledges that:

> In many instances, the resource teacher would maintain a special resource room where children with severe problems could be given intensive training for short periods.

he nevertheless holds that:

> The primary role of the resource teacher however, should be that of trainer for regular classroom teachers.

Fox (1973) in describing 'Consulting teachers' says:

> Consulting teachers assist and train regular classroom teachers to provide successful learning experiences for children ...

Prouty and McGarry (1973) suggest that their 'diagnostic-prescriptive teacher' works to:

> improve the capacity of regular teachers to provide successfully for a diversity of children's needs.

Lilly (1970) talks of the problem of 'exceptional school settings' and suggests that these, rather than exceptional children, are the cause of many problems. More recently, Newcomer (1977) has drawn attention to the same point. She claims that withdrawing and testing a child reinforces the attitude that the child is at fault and ignores the fact that the child is partly a product of his experiences in school.

> ... we should be looking at these (in class experiences) at least as much as we look at the child. These problems cannot be solved unless the Special Educator gets into the regular classroom to become involved ...
>
> We need to share with the regular educators responsible for working with many of these children and operate primarily in the arena where the crux of their learning difficulties lie, that is, in regular classrooms. Thus special educators could expand operations by altering their emphasis from exclusive providers of diagnostic-remedial services in isolation to acting as teacher consultants.
>
> (Newcomer, 1977: 161)

Two aspects of resource teacher models can be seen in the foregoing. One is that learning problems are seen as, at least partly, originating in the educational setting. The school itself, in its widest sense, contributes to the problems children have. The resource teacher is seen as an in-school specialist who has the time, vision and support to begin to make assessments of these in-school problems and to make attempts to change these situations, once identified.

Secondly, the resource teacher is seen as someone who is available in the school to assist, and even train, regular classroom teachers in providing for children with particular learning difficulties.

Both of these aspects involve the resource teacher as an agent of change, a role that has frequently been recommended (Hammill and Wiederholt, 1972; Reger, 1973; Codd, 1975; Newcomer, 1977; O'Connor, 1977; Little, 1978). The role of the change agent will be examined in more detail in Chapter 3.

To conclude this discussion of resource teacher models, it must be emphasised that the role, whilst being primarily aimed at helping teachers, is interpreted differently in different places. These varied models may be seen as forming a continuum. At one end is the withdrawal resource room providing a remedial teaching facility (Reger, 1974; Newcomer, 1978). At the other end the consulting teacher who diagnoses and profers advice but undertakes no teaching (Prouty and McGarry, 1973).

Between the ends of the continuum, in addition to the models already described, we find other examples such as:

> a materials preparation and loaning centre (Codd, 1975; Austin, 1976);
>
> and a drop-in open-door centre where children find a warm, understanding adult (Carroll, et al. 1976)

A resource program therefore can be anything its operators want it to be and the terms resource room and resource teacher give no indication, of themselves, what kind of program might be anticipated.

The distinctions drawn between different types of resource programs will be related to the data to be gathered concerning Queensland secondary resource programs and will be discussed in later chapters. For the remainder of this review of literature, unless otherwise stated, the terms will be used interchangably, as they usually are in the literature, since many aspects to be discussed are generalisable to all the models identified.

C. SELECTION AND TRAINING OF RESOURCE TEACHERS

University based pilot training programs for resource teachers were introduced in the United States in the late 1960's and early 1970's (Haring, 1973; Prouty and McGarry, 1973; Shaw and Shaw, 1973). Unfortunately, resource teacher programs were accepted and grew far too quickly for these programs to be able to cope with the demand for trained resource teachers. There was an inevitable time lag whilst other courses were organised and introduced. In some cases, special classes were closed and their teachers simply moved into a resource role (Stephan and Morris, 1974). Many school districts did not provide any additional training for these special education teachers (MacMillan and Becker, 1977).

In those districts which did provide training, the courses were not usually related to the award of an academic qualification but were given local recognition to allow teachers with a qualification in Special Education to function as resource teachers. Examples of these programs are described in Maryland (1971), Florida (1975), Carroll (1977) and Fine et al. (1977).

University programs which did develop in the early and mid 1970's have been criticised for a number of reasons. Reger complains of a lack of cohesion between university training programs for resource teachers and field people who initiate programs. He suggests that there has been:

> ... little, if any, effort on the part of teacher training institutions to prepare teachers for this new educational program. Unfortunately, if previous experience is anything to go by, teacher training institutions will suddenly appear with programs for training resource-room teachers without consulting those educators charged with creating, implementing, and managing these programs.
> (Reger, 1974:8)

Whilst Reger's point of a lack of cohesion may well be correct, it does appear to this reviewer, rather harsh to expect training programs to be provided without sufficient notice being given by school systems. The speed with which resource programs were adopted certainly raises serious doubts that training programs could have been developed more quickly than they were.

MacMillan and Becker (1977) criticise as 'vague' most reports which discuss training programs for resource teachers. Earlier discussion in this paper has pointed to the lack of clarity in the term 'resource teacher' with a wide range of quite different programs being included under the title. Given this lack of specificity, it is perhaps not surprising that the training programs which emerged were 'vague'. The people offering such training courses would, to a large extent, be inhibited by the lack of clear role descriptions towards which they could work. Whether the resource role, as an emerging one, should have been more strictly controlled or conversely left free to find its own niche(s), is however a debatable point which may perhaps, best be resolved in the light of experience.

The question of selection of candidates is very closely related to the particular concept of the resource role which is accepted. For example, warmth, empathy, experience, flexibility, problem solving ability, consulting skills, organisational ability, task analysis skills, have all been suggested as qualities possessed by ideal resource teachers. The important point to note is that not all these examples appear in all descriptions of resource teacher qualities. Different qualities have been idealised according to different percptions of the role. For example, Haring (1973:73) clearly indicates that a major function of 'his' resource teacher involves assisting class teachers. This orientation requires that the resource person has the ability and inclination to work co-operatively with class teachers, characteristics not as important in teachers who work entirely in a withdrawal resource room setting. Haring's description of the purpose of his program can be seen to emphasise the former rather than the latter orientation.

> ... purpose was to train regular classroom teachers as special education resource teachers who would return to natural school settings and be able not only to manage the academic and social behaviour problems of moderately handicapped children, but to act as resource teachers to the regular classroom teachers as well.
>
> (Haring, 1973:73)

Amongst the different qualities which have been recommended for resource teachers, the following command the most agreement, although, it is again noted, such agreement is by no means universal to all models.

Experienced Teachers

This is the most commonly listed requirement of entrants to resource training programs. Leviton (1978:589) suggests that this is necessary, because, to become an integrated part of the staff, the resource-room teacher must:

> know at least as much about teaching as most of the teachers he will serve. In addition, he must be far more knowledgeable than most teachers about teaching methods and materials, child development and behavior as intervention strategies.

Others to stress the need for experienced teachers are Hammill and Wiederholt (1977), Newcomer (1977) and O'Connor (1977).

Flexibility

Gearheart (1977) points out however, that it is flexibility allied to experience which is important. He emphasises the need to select and develop flexible teachers since successful experience itself may only be indicative of success with one method whereas resource teachers need to be able to call on a wide range of strategies. This point is also made by Buffmire. She observes that:

> ... the main factor in the successful trials was the flexibility and problem-solving capabilities of the individual stratisticians involved, as well as their ability to read the environment and promote changes in unique situations.
>
> (Buffmire, 1973:4)

Diagnostic and Prescriptive Skills

The ability to diagnose the causes of various learning problems and to devise strategies which will lead to their solution is widely recommended as a prerequisite for successful resource teachers. However as Buffmire, above, infers this ability has to be exercised not only in relation to children's characteristics but also in relation to the learning environment in a broad and unique sense. Thus diagnostic and problem solving abilities need to extend, for example, to such diverse areas as: children's learning problems (Lilly, 1970; Hammill, 1972; Prouty and McGarry, 1973; Newcomer, 1977; O'Connor, 1977); behaviour management (Lilly, 1970; Leviton, 1978); task analysis (Haring, 1973; Newcomer, 1977); teacher organisation and methodology (Prouty and McGarry, 1973; O'Connor, 1977); curriculum management (Lilly, 1970; Leviton, 1978).

Ability to Work with Other Teachers

Some writers note the need for resource teachers to be warm, supportive people who can relate easily and quickly to adults and children. Lilly (1970), in discussing recruitment suggests that the emphasis should be on persons who are competent as teachers and effective in interacting with their peers. Other authors to stress this area are Hammill (1970), Watts (1975) and O'Connor (1977). However, other literature suggests that warmth and empathy are not sufficient of themselves. Since the resource teacher is to be closely involved with other adults in a consultative role he needs to be skilled in public relations (Hammill and Wiederholt, 1972) and have highly developed consulting skills (Morse, 1974; Bauer, 1975; Harris, 1975: MacMillan and Becker, 1977; Newcomer, 1977; Carroll, 1976; Little, 1978). He also needs to have strong leadership qualities (Watts, 1975; Newcomer, 1977; O'Connor, 1977); to be a facilitator (O'Connor, 1977); a change agent (Prouty and McGarry, 1973; Codd, 1975; O'Connor, 1977); and a teacher educator (Lilly, 1970; Newcomer, 1977). Given this very impressive list of requirements it is not surprising to find that Prouty and McGarry (1973) describe resource teachers as 'self-starters' and Buffmire (1973) as 'problem-solvers'.

Problems of Selection and Training

Dunn (1973) suggests that the basic problem with the resource room plan is that of finding teachers who are sufficiently proficient.

In Queensland, Watts (1975) also draws attention to this problem. She observes that the practical impossibility of recruiting resource teachers of sufficiently high calibre might in fact mean that the goal of integration is not viable. The resource teacher, Watts notes, needs to be:

> ... a master teacher, a diagnostician, extremely knowledgeable and competent in a wide range of strategies, and able to interact harmoniously and productively in a leadership role with the classroom teacher. Where are we to find such people, and how best can we produce them?
>
> (Watts, 1975: 78)

We can find a similar sense of uncertainty in the United States where Little (1978) claims that training programs offered have not provided trainees with a sufficiently strong base particularly in regard to supportive and change-agent roles. He suggests that there has been a general and serious underestimation of the dynamics and complexity of the consultation process.

> The importance of interpersonal relations and communication skills, commonly referred to as "change-agent" skills has not been considered resulting, within the few programs that do exist, in a lack of appropriate emphasis on these interpersonal variables that allow one to be an effective change-agent in a consultation role.
>
> (Little, 1978:353)

And:

> ... a balance of technical and change-agent competencies seems essential if the consultant is to effectively function as a support person.
>
> (Little, 1978:354)

Training programs for resource teachers are therefore recent innovations which have experienced problems partly related to the very rapid acceptance of the concept and partly due to the wide divergence of opinion concerning the parameters of the role. Informed opinion has raised doubts about the availability of such high quality teachers and of our ability to identify and recruit them to the role. It would appear that the recruitment, selection and training of potential resource teachers are major issues which should receive very close attention in the development of any resource program.

D. PLANNING AND IMPLEMENTATION OF RESOURCE PROGRAMS

1. System Level

If a system-wide program is to have coherence and direction, it is necessary that certain decisions be taken at a central planning level to indicate the parameters within which local planners have choice.

In 1970, Wayne Otto writing of 'Reading Resource' programs suggests:

> Regardless of the specifics ... there must be a master plan. Without it, special programs, provisions for special personnel, and the within-classroom developmental teaching programs are likely to be nothing more than a disorganized conglomerate of bits and pieces. Remedial teaching, for example, is nothing more than isolated drill unless it is co-ordinated with the person's experiences in the classroom ... With a well-conceived overall plan, the whole can be more than a simple sum of its parts. The point to be stressed is that there must be an overall plan ...
>
> (Otto, 1970:8)

Evidence is available which indicates that the publication of Dunn's article in 1968 precipitated a too rapid change from providing segregated special classes to providing resource teacher programs. Bruininks and Rynders (1971) for example, deplore:

> The rush in many areas to replace special classes with resource rooms (which) seems premature and unwise ...

while Gickling and Theobald (1975) suggest that these moves were based on a philosophical rather than on a research foundation. No opportunity had been given for research programs to be prepared, conducted and evaluated, yet, in spite of this, many areas rushed into resource programs. The rate of growth of resource programs was such that Gearheart (1978) describes them as 'the most common means of providing services for handicapped children'. This growth, Wiederholt et al. (1978) describe as 'unprecedented' in special education.

It should not be inferred from the foregoing that all resource programs were rushed into nor that all demonstrated a lack of planning. Several programs have shown evidence of very considerable planning. For example, *A Design for a Continuum of Special Education Services*, the Maryland State Department of Education (1971), describes how certain schools were eliminated from their pilot study following interviews in recommended schools, because the atmosphere was deemed inappropriate for a mainstreaming model. The report also notes that:

> Organizational change, however, is not sufficient. Philosophically, if the child is maintained in the regular classroom, the child and teacher must be provided with supplemental or supportive services ...
>
> (Maryland, 1971)

This need for preparation and support of teachers who are involved in mainstreaming has been noted by other authors. Reger (1973) points to the need for changes in programming with assistance to the teacher who undertakes such changes. Cruickshank (1974) observes the need to anticipate hostile attitudes in receiving teachers and to plan to avoid these.

In Queensland, Watts recommends that where integration is favoured as a means of programming for exceptional children, certain questions need to be answered before any decision is made. For example:

> Do teachers in regular schools feel that they can meet the needs of the exceptional children to be admitted to their classrooms and still meet the needs of students already enrolled in the regular classroom?
>
> How realistically does it (the System) recognize the additional resources the regular classroom teachers need if integration is to be a successful experience for the exceptional child?
>
> What action is it (the System) prepared to take to ensure an adequate supply of resource teachers and other support personnel? Is the system sufficiently perceptive to understand the regular classroom teacher's need for the mastery of new competencies?
>
> (Watts, 1975:81)

Cruickshank and Watts both recognise the need to consider teacher feelings and attitudes. Although their remarks are addressed to the question of mainstreaming in particular, the attitudes of teachers to resource personnel in general needs also to be considered. This is noted here but is more fully pursued in Chapter 3 in a discussion of change processes.

The role of a central planning agency can clearly be seen in relation to innovatory programs such as resource teaching. Where receiving schools have not been deeply involved in planning a particular innovation, it is necessary that some detailed interpretation be made to them, in order that they can see the relevance of the innovation and make informed decisions where choices are available. As we have already seen, the name resource teacher is not well defined and a variety of roles have been established which all use this title. One would suggest therefore that where a specific resource model is to be introduced, the parameters of the model need to be clearly delineated by the introducing agency. On the other hand, where schools are to be free to determine a model for themselves, it might be anticipated that they need to be provided with a detailed description of a range of options, together with an interpretation of each based on the available research literature. Thus Carroll (1977) describes a situation in California where a variety of resource roles are described from which schools are free to select according to the philosophy, needs and resources available.

An example of where research literature might have been provided is in respect of withdrawal programs to resource rooms. By far the greatest amount of literature on resource programs describes direct services to students through withdrawal to resource rooms whilst the work carried out in these programs (Reger, 1973; Newcomer, 1977; Wiederholt et al., 1978) is generally described as remedial. That is, it seeks to make up for children's failures in class programs by providing additional help which will help the child return to and take its place in the regular classroom (Ablewhite, 1977; Newcomer, 1977). Although much evidence is available which questions this type of provision (Cashdan, Pumphrey and Lunzer, 1971; Anderson, 1975; Pumphrey, 1977; Guthrie, 1978; Page, 1979), the literature on resource teaching does not make this known to planners who can then hardly be described as making an informed choice.

2. School Level

(a) Role Description

At the school level, planning needs to be detailed and well communicated to all involved. Failure to ensure a proper description and understanding of the role at the school level is both frustrating and time wasting. Mitchell (1976) observes that in the absence of a clear role description, expectations of that role vary greatly among class teachers and administrators. Mitchell concludes that such ambiguity is at odds with the most promising development of the resource teacher role.

To overcome this problem and in order to protect the veracity of the program, Reger (1973) recommends that all resource programs, large and small, have two things in common:

(1) a set of guidelines on how the program is to operate; and

(2) a co-ordinating agent outside the direct control of the principal.

The co-ordinating agent, Reger suggests, is essential because:

> It looks so easy: hire a teacher, hand a sign on the door and sent in some kids for extra help. The very simplicity carries with it the seeds of its own destruction.

In addition to this, Reger (1973) also recommends a 'Mission Statement' which is agreed to and written in the school. The mission can be any objective which is within the program's parameters as externally determined. Such a statement, Reger claims, is the heart of the program. Without it those involved in a resource program can flounder not knowing what is expected and are subject to "arbitrary" and "whimsical" changes (Reger, 1973:461).

Thus in-school planning may be more or less autonomous depending on the degree to which a model is externally imposed. This qualification should be borne in mind in the following sections concerning more detailed aspects of planning.

(b) Student Clientele

The previous section has suggested that initial planning should consider the type of resource program to be implemented. To some extent this decision also determines the specific student population upon which the program will focus and also the extent to which the service to be offered will be directly or indirectly supplied, that is through withdrawal or class teacher support. Thus, a decision to implement a categorically oriented resource room for visually handicapped students, eliminates children with other forms of handicap and predetermines a large portion of the service delivery system. This decision also determines the method of selection or referral to be used. The label 'visually handicapped' will usually be supplied by a diagnostic agency, external to the school, and the school will simply have the task of providing programs for students identified as such.

On the other hand, a decision to implement a non-categorical resource program involving class teacher support means that decisions concerning such matters as referral and selection of students, proportion of time to be allocated to class-teacher support, content of program, have to be made within the school. The latter situation is obviously a much more complex arrangement than the former, in terms of the dimensions suggested.

Reger (1973) proposes that written referrals be made to the principal, who, as an administrative task, will then select and assign students to the resource program. The greater weight of opinion, however, favours a referral system to the school panel which includes the resource teacher (Johnson and Grismer, 1973;

Prouty and McGarry, 1973; Carroll et al., 1976; Mitchell, 1976).

The literature available generally recommends referral of specific individuals who are in need of help. On the other hand, some writers suggest that this places the resource program in an 'ex post facto' situation. That is, children are already in trouble when they are referred for help. An alternative role for resource teachers which these authors suggest is in helping with earlier identification of children with special needs, offering prevention rather than cure (Anderson, 1975; Newcomer, 1977; Clay, 1977; O'Connor, 1977).

(c) Workload

Recommendations on the size of resource teacher workloads vary widely primarily depending on the bias of the author towards in-class support of class teachers or resource room programs. Florida (1975) for example, shows enthusiasm towards an in-class support model recommending that eighty percent of the resource teacher's time be spent supporting class teachers with twenty percent scheduled for withdrawal to the resource room. Morse (1974) suggests that half of the resource teacher's time be spent in on-the-spot consultation and support for the class teacher. At the opposite end of the spectrum, Hammill and Wiederholt mention ten to twenty percent and Reger ten to fifteen percent of the resource teacher schedule spent in class teacher consultation and support. The latter two examples are much more strongly biased towards withdrawal work in resource rooms although all four purport to discuss the role of the 'resource teacher'.

More consensus exists in respect of recommendations on numbers of students to be withdrawn. Fifteen to twenty students per week is the usual range suggested (Reger and Koppman, 1971) although some authors raise the upper limit to thirty pupils (Hammill and Wiederholt, 1972). Few recommendations occur in relation to the number of students to be withdrawn at any one time. Gearheart (1977) recommends no more than three or occasionally four be withdrawn in any one group.

Perhaps the strongest recommendations here should come from research into remedial education. Guthrie et al. review studies of remedial education and find them very inconclusive and also very situation specific. They conclude that successful remedial reading programs share the following characteristics:

> First, the students were of elementary age, of normal intelligence and from middle-socio-economic backgrounds.
>
> The teacher pupil ratio by which they were instructed was no higher than one to four.
>
> The teachers were experienced as teachers or they were graduate students.
>
> The program lasted fifty hours or more.
>
> (Guthrie et al., 1978:6-7)

Guthrie notes that we cannot conclude that all these characteristics must be present for a remedial program to succeed but only that they were present in the successful programs reviewed.

The only author found who mentions the number of class teachers who might be worked with on an in-class resource basis is Newcomer (1977) who suggests a maximum of five teachers per week. Clay (1977) notes that Newcomer's ratio of one to five is unusually generous and could not be met by any but the most wealthy education systems, Clay's implication being that this ratio is far beyond the capacity of the New Zealand school system.

Where consultation with or support of class teachers is recommended, it appears essential that sufficient time be allocated to allow these activities to be properly and adequately carried out (Otto, 1970; Gearheart, 1977; Little, 1978). Newcomer (1977) however, found that sufficient time is not usually provided, notwithstanding that close contact between resource and class teacher is a stated aim of most programs.

> Consequently, contact between professionals is usually so superficial and mutual understanding so non-existent that the special educator's (resource teacher's) opinions are frequently resented and ignored. It is also true that in many resource or itinerant programs even this minimal level of teacher interaction is absent and the instructional activities (of the resource room) are not integrated at all (into the classroom).
>
> (Newcomer, 1977:159)

Reger (1973), who favours resource-room programs, suggests that ten to fifteen percent of instructional time should be set aside for the resource room teacher to consult with other teachers. He says that:

> Objections to this are based on a lack of understanding of the program. Those who question this allotment typically tend to feel the resource room teacher should spend their full-time tutoring children.

It would seem that this area can be so easily abused at a local level that it should be the responsibility of the central authority to establish clearly the need for consultation time as a part of any program. It is implicit in such provision that arrangements be made to release the class teacher from the classroom for this period of time. To require detailed discussion and planning to be carried out in classrooms during teaching sessions, or in staff rooms during class breaks, is to reduce the consultation process to the level of superficiality noted by Newcomer. Adequate provision has to be made for alternative supervision to cover the teacher's class whilst consultations take place. If the burden falls on colleagues who already have classes of their own to manage, then it might be anticipated that resentment and hostility might easily occur.

(d) Relationship to Class Teachers

The relationship between the resource person and the class teacher varies tremendously according to the resource role adopted. A resource room program does not require the same close working relationship between the two teachers that an in-class resource teacher program depends upon. Indeed many writers draw attention to a tendency for withdrawal type programs, for example, remedial or resource room programs, to become isolated from the regular classroom teacher (Anderson, 1975; Bullock, 1976; Brennan, 1977; Newcomer, 1977). In such cases there is little likelihood of positive transfer of student achievement from the withdrawal situation back to the classroom (Glavin 1974) and even less chance of the class teacher acquiring fresh insights and/or skills from the resource person (Newcomer, 1977).

Pumphrey (1977) notes an unfortunate tendency of class teachers to feel that a child receiving withdrawal help is having his needs adequately met and therefore does not need any in-class assistance from her. It is this type of delegation of responsibility which the in-class resource teacher role is planned to overcome.

Newcomer (1977) offers a quite different reason for co-operation. She suggests that many educational problems are created by specific classroom situations. To treat such problems in isolation is therefore to attack the symptom not the problem. Thus, Newcomer claims, the resource teacher needs to work in the classroom, that is:

> in the arena where the crux of their learning difficulties lie, the regular classroom.

A third reason for closer co-operation between the two teachers is because of an increased tendency to form classes comprised of children of different levels of ability. Such classes require different teaching strategies from homogeneously grouped classes. Thus teachers need to be better informed for example, about the difficulty of reading materials, assignment requirements and methods of informally assessing students' needs. In Britain, Shipman et al. (1974) notes the difficulty of producing materials in subject areas which would cover a wide range of ability.

> ... it (materials provision) proved to be too difficult for children at the lower end of the ability range who were often barely literate.
>
> (Shipman, 1974:77)

and:

> The difficulty of using materials was increased by the way the schools ... organized integration studies in mixed ability groups. It was further exacerbated by the frequent inclusion of remedial groups against the general advice of theproject team. Few of the teachers had experience of working with mixed ability groups and this increased the complexity and vulnerability of the innovation to inquiry-based methods.
>
> (p. 78)

Cruickshank (1974) also comments on the limits of teacher capacity to meet truly the needs of each individual child when their needs are spread over too wide a spectrum.

> The capacity of teachers to individualize instruction has limitations, both in terms of teacher ability and in terms of the fact that most teachers have rarely been taught what this means or how to accomplish it successfully.
>
> (p. 71)

The relationship between the resource teacher and class teacher can be seen therefore not simply in terms of supporting a relatively small number of children who have been integrated into regular classes, but in a much broader context of helping the regular class teacher cope with the spectrum of individual needs found in their classes (Buffmire, 1973; Haring, 1973). This concept obviously involves a far closer relationship than that which will obtain in most withdrawal type programs since, implicit in this arrangement, will be the need for the resource teacher to enter the regular teacher's classroom, in order to observe, query, assess and recommend.

As traditionally each individual teacher has a great deal of autonomy in the classroom, free from close scrutiny and enquiry, adoption of an in-class resource model obviously requires a great shift in roles and is potentially a very threatening situation. Mores (1974) writes of the need for a 'peer to peer' relationship, whilst Pryzwansky (1977) recommends a collaborative rather than a consultative role for the resource teacher. Certainly the incoming sp-cialist needs to be conscious of possible threats to the class teacher's self-esteem in such a situation. He needs to be careful not only to avoid an expert-inferior relationship (Nix, 1976) but also to be seen to provide suggestions which are understandable, practical and helpful (Maryland, 1971; Buffmire, 1973). The development of open, trusting relationships of this kind can often be lengthy and time consuming, extending to years rather than weeks (Carroll, 1976). Sensitive awareness of the class teacher's position is therefore very necessary. Unfortunately, however, the process of peer consultation is a very new field with little guidance available to teachers. Morse (1974:66) suggests that:

> The whole procedure of peer consultation by permanent teachers who are residents of a school and part of the regular staff must be developed from scratch since the traditional consultation literature is not germane; this peer relationship is the most difficult function of helping, crisis or resource teachers.

Reger (1973) calls the problem of teacher attitude the "primary problem" encountered by resource teachers. He recommends a subtle approach to class teachers suggesting to them that, "this procedure has worked for me maybe you would like to try it now". Mann and McClung (1973) also suggest this approach since teachers are more receptive to new ideas which are used by other teachers. O'Connor (1977) observes that some resource teachers actually chose to teach regular classes on a scheduled basis in order that they can achieve acceptance as credible professionals in order to have their suggestions more readily accepted by class teachers. However, no evidence is provided that this approach serves to change teacher attitudes towards having resource teachers operate directly in their classrooms. The evidence available on attitude change in this area is directed towards describing class teachers' acceptance of exceptional children who are mainstreamed. This evidence appears to suggest that class teachers' attitudes towards mainstreaming can be made favourable but that these depend largely on the amount of resource teacher type support which is available to the teachers (Haring, 1971; Gickling and Theobald, 1975; Singleton, 1976; Harasymiw and Horne, 1976).

From a system-planning point of view the provision of intense support to the class teacher is seen as a relatively short term relationship. Planners hope that as the class teacher works with the resource teacher, she will acquire additional skills which will eventually help her to function more independently (Lilly, 1970; Cartwright and Cartwright, 1972; Buffmire, 1973). Through discussions of changes in program related to ongoing observation and assessment of children's needs, the class teacher is receiving a powerful, personalized form of inservice training, hopefully to her long term advantage (Halsey, 1973; Haring, 1973). Although the inservice benefit of resource teachers passing on skills to class teachers is generally regarded as an informal arrangement, it has been suggested that where a particular topic is seen as being of wider relevance to a group of teachers, a more formal training session can be organised (Carroll, 1976). The problem here is of endangering the relationship with the class teachers particularly if this 'expert' connotation precedes acceptance at the peer teacher level. In the sociological terms used in Chapter 3 to discuss Change, an imposed formal approach can be perceived to be at the Research and Development level, whereas a more acceptable method might initially be at the Social Interaction level. That is, teachers can be given time to observe changes in other classrooms and be allowed to request information for their own use as and when they see the value of the changes. Resource teachers might then be seen to be part of a team working to improve classroom environments (Fox and Lippitt, 1964).

To summarise, the relationship between the resource teacher and the class teacher needs to be based on mutual trust with particular respect being paid towards the position and feelings of the class teacher. She retains full responsibility for the educational progress of the students being assisted and evolves new skills by working with the resource person as a member of a team. The resource person provides observational and diagnostic skills and enters the classroom to seek ways in which the learning climate can be improved, not to evaluate or denigrate the class teacher's efforts. The resource person can support the class teacher by providing ideas for:

- improving the organisation of the classroom;
- amending the curriculum;
- recommending or supplying new materials;
- understanding the needs of particular children; and
- by being a person with whom the class teacher can consult.

Thus, by being an effective facilitator for change where change is necessary, the resource person adopts the role of a change agent.

(e) Role of the School Principal

The introduction of a new teacher role into a school, particularly a role which is designed to influence the classroom of the ordinary teacher, should not be undertaken without much careful planning. The principal of a school being responsible for its effective functioning, therefore has a key role to play in the introduction and development of a resource program of any kind. Owens and Steinhoff (1976) note that various factors in systems are highly interactive and tend to shape and mould each other. Understanding the relationship of these factors is, they suggest, the key to selective strategies and tactics for organisational change. Unfortunately as Platt (1977) points out, very few principals have been provided with information or advice on the vital role which they play in establishing organisational change such as the introduction of new roles of the resource teacher type. Reger (1973) calls the principal, 'the key to a successful or unsuccessful program', a view which is supported by others (Otto, 1970; Prouty and McGarry, 1973; O'Connor, 1977).

Otto (1970) points out that since the resource teacher is directly responsible to the principal, he is very much influenced in what he does by the principal's perception of his role. This perception is most important where the school is able to make autonomous decisions about specific aspects of the resource program. In such circumstances, it is imperative that the principal fully understands the concept of resource teaching in the various models which have been previously described in this paper. Failure to appreciate fully the range of possibilities available to the resource program and the implications of each, for example the literature on the suggested efficacy of withdrawal remedial programs, means that the principal is not able to make an informed, worthwhile contribution to the determination of the role to be implemented in his school. Also, he will not be able to see the significance of the resource program in relation to the various other factors in the social system of the school (Owens and Steinhoff, 1977).

The informed principal will also understand the change agent aspect of the resource role and will be able to see the implications for other teachers. He appreciates that time for consultation between class teacher and resource teacher is necessary and makes adequate provision for this depending on the amount of class teacher support required by the model adopted (Newcomer, 1977). In addition, he provides support to the resource teacher where that person lacks specific resource teaching training (Harris and Mahar, 1975) or experience in the role.

It is difficult to overestimate the significance of the principal's role when seen in these terms. Some resource programs have in fact been limited to schools in which the principal (Otto, 1970; Fox, 1973) and the teaching staff (Haring, 1973) have shown strong interest.

> Wherever a system-wide effort is to be made to install such a program, (Reading Resource Teacher) a strong presentation ought to be made to the principals to prepare for its acceptance. Once the principals are sold on and enthusiastic about the program and its potential, they are in a position to exercise the leadership and control that can insure its success.
>
> (Otto, 1970:4)

Having established in his own mind the value of the resource program, the principal has then to gain its acceptance by the rest of the staff. Codd states that:

> Without doubt, the success of a resource program in any school requires the prior commitment and co-operative teaching efforts of the whole teaching staff.
>
> (Codd, 1975:9)

This point is supported (see Chapter 3) by much research (Miles, 1964; Brickell, 1964; Katrein, 1968; Otto, 1970). Miles (1964) sees the principal as a 'key authority figure' who gives approval and legitimacy to innovations. Haulovich (1968) describes professional relationships as:

> governed by a series of role and function definitions in which the power of hierarchy is more powerful than any focus on the teaching situation.

Staff approval and acceptance for the innovation have to be won by the principal if the resource program is to be successfully introduced. His position gives him a legitimate authority which needs to be exercised intelligently in order that he can win the goodwill of his staff in implementing the innovation.

Where the whole staff is helped to understand the resource concept and to feel involved in its establishment, it may be anticipated that they will work openly and undefensively with the resource teacher insofar as they continue to feel involved in the program (Newcomer, 1977).

One problem in resource programs involving mainstreaming of exceptional children has been in regard to teacher attitude. Glass and Meckler (1972), Johnston, (1972), Yates (1973), and Fullerton (1977) have all shown that teacher attitudes towards mainstreaming have been improved by inservice programs in which the principal has participated.

The importance of introducing the resource role to a school in an open, planned manner cannot be over-emphasised.

In a study of the provisions made for mildly mentally handicapped children who were placed in regular classrooms in Australia, Watts et al. conclude that very few teachers in their study had been properly prepared for the introduction of resource teachers into their schools.

> Teachers who have been prepared through teacher education and previous experience to work as the sole teacher of a group of children cannot reasonably be asked suddenly to acquire, without help, the attitudes and skills required for the effective operation of a team comprising regular teachers and specialist teachers. Yet, as we have seen, very few teachers have received any help in understanding, accepting and implementing these new roles.
>
> (Watts et al., 1978:361)

The same authors conclude that:

> Where innovations are designed which require teachers to enact new roles and to develop new perspectives, teacher education programs are essential.
>
> (p. 362)

It would appear that in the case of the resource model, these teacher education programs may be required at various levels. First, principals have to be given a thorough background and understanding of the concept. A simple 'briefing' is hardly adequate if they are to be able to carry out the tasks previously discussed. Secondly, teacher education has to occur at the school level in order that the staff can be fully understanding of and involved in the program. Thirdly, there can be co-operative staff development where the staff, or representatives, of a number of schools meet to discuss their implementations of resource programs and to share ideas and experiences. The principal relies on others for input at level one above but is a key person in any programs at levels two and three.

Some work has been reported on induction programs and has described positive results. Haring (1973) has possibly the most extensive induction program lasting over twenty weeks in what is called a "Re-entry Phase" for class teachers training as resource teachers. In this program, Haring works with class teachers and trainee resource teachers to develop working relationships before the resource program is formally established in the school.

In Australia, Campbell (1978) reports that he has found support by resource teachers to class teachers to be unsatisfactory. There is little work done by resource teachers in classrooms and little co-ordination of withdrawal work with classroom work. This further substantiates the concerns noted earlier in regard to remedial withdrawal programs. Findings of this kind must reflect seriously on the principal's understanding of the program and its aims indicating as they do a resource room orientation even though a resource teacher model supposedly operated. Lack of effective leadership might be suspected in isolated cases, but these findings appear so generalised that one must begin to question whether principals in general are sufficiently well informed to provide effective leadership in respect of withdrawal models of this type.

Campbell (1978) notes the following needs when implementing resource programs.

1. The need for training class teachers to work with resource teachers.
2. Need for acceptance and support of the resource teacher role by the school system as represented by principals, school inspectors and regional officers.
3. Need for scheduled meeting times for class teachers and resource teachers.
4. Need for the resource teacher's schedule to include time in the classroom.
5. Need to recognise the resource teacher role is highly innovating requiring adjustments by all involved.

Sociological research into model implementation in education also provides much evidence which can be drawn upon by principals when faced with resource program implementation. Orlosky and Smith (1972) list a number of conclusions which seem particularly relevant to the present study.

> 1. A change that requires the teacher to abandon an existing practice and replace it with a new practice risks defeat unless strong incentives for retraining are provided.
> 2. Changes in the instructional system must be diffuse. A plan in a particular school may be more effective if the principal, teacher, teacher-aides, secretary and maintenance man are included and informed about the purposes of the model.
>   No change is likely to become widespread or permanently entrenched without a plan for diffusion.
> 3. Changes that have the support of more than one critical element are more likely to succeed, for example parents as well as teachers.
> 4. Resistance will increase if incumbent administrators and teachers have to relinquish power or if their own roles are doubted. Any impetus must be presented in a non-threatening way.
> 5. Weight of the cognitive burden must be considered. Change is more likely to gain support if not too many facts and procedures have to be learned at once.
> 6. The source of change does not appear to be the critical factor. Support received and strains involved are the deciding factors.
>
> (Orlosky and Smith, 1972:184-5)

The school principal therefore, holds a unique position in regard to innovatory resource programs. He is responsible for ensuring that the resource role is clearly articulated to all concerned and that all possible steps are taken to ensure positive attitude and support from class teachers. Such considerations as the types of services which will be provided, referral arrangements, types of materials, and equipment which will be available, scheduling of consultation time, are all factors which the principal can clearly establish and support. His enthusiasm, or lack of it, will do much to ensure the success or failure of the innovation.

(f) Facilities Required

Brickell (1964) observes that the most successful innovations are those which are best supported. Without exception he says, innovations which are poorly supported in terms of facilities, budget and general administrative approval, are doomed to eventual failure perhaps after initial, short-term success based on participants' enthusiasm. McKenzie (1964) shows that innovations which are best accepted by existing staff are those which receive strong support in terms of good facilities and adequate budgets. These factors give the programs prestige which has a strong influence on teacher acceptance.

Codd (1975) describes the resource teacher's room and facilities as the second most important element, after the resource teacher, in the program. Recommendations normally suggest a resource room of at least normal classroom size, centrally located or placed adjacent to a library facility (Otto, 1970; Reger and Koppman, 1971; Hammill, 1972; Codd, 1975; Wiederholt et al., 1978). Authors such as Gearheart (1977) provide alternative plans for the layout of resource rooms and also give lists of furniture and fittings required. It is not thought necessary to review these in this paper. Carroll (1977) notes that under the California Master Plan for Special Education, approved in Assembly Bill 4040 and the California Administrative Code Title 5 Regulations for the Implementation of AB4040, all resource specialists (the title given to resource teachers in that state) are required to have at least one instructional aide. The Code described these instructional aides as key people to the success of the program.

(g) Evaluation

The evidence available in regard to resource programming, as in so many fields of educational research, is mostly of an unsatisfactory nature. Sindelar and Deno (1978) find that where programs are described they are rarely evaluated and where they are evaluated they have not been carefully described or developed.

> The net result is that while resource programming in service delivery multiples, the efficacy of programs and program variables has not been established.
>
> (Sindelar and Deno, 1978:17-18)

The research studies to date conveniently divide into two areas: those considering academic performance and those concerning personal and social adjustment. Amongst these are studies concerned with groups commonly labelled mildly retarded, learning disabled, neurologically handicapped and emotionally disturbed. Studies have also been found by Sindelar and Deno (1978) which look at less technically defined populations such as teacher referrals and slow learners.

In the studies of academic achievement, the reviewers (Sindelar and Deno, 1978) find only four which they can accept as satisfactorily designed and reported (Budoff and Gottlieb, 1976; Carroll, 1967; Smith and Kennedy, 1967; Walker, 1974). These studies do not, however, establish the superiority of resource programming for mildly retarded populations.

Results from efficacy studies of non-retarded populations have been more conclusive. Although only four satisfactory studies were located (Glavin et al., 1971; Sabatino, 1971; Quay et al., 1972; Jenkins and Mayhall, 1974), all obtained results favouring regular class placement with resource support over regular class placement with no resource support. Of these studies, Glavin et al. (1971) and Quay et al. (1972) both involved placement of behaviourally disordered children while Sabatino (1971) examined the progress of learning disabled students and Jenkins and Mayhall (1974) considered educably mentally retarded (EMR) and learning disabled pupils.

These studies all obtained results favouring withdrawal to resource rooms for some period of the day but did not compare this model to any other model(s) of resource programming.

Sindelar and Deno (1978) conclude that in general it has not been established that resource programs will be effective in improving the academic performance of all populations. What research has been done has largely been inconclusive or weak methodologically. Further well constructed research, they conclude, is urgently needed.

In Australia, as previously mentioned, Watts et al. (1978) and Campbell (1978) both report innovatory resource programs which were poorly designed, in which roles were inadequately defined and where initial aims such as in-class support and class teacher consultation were not being executed.

E. CONCLUSIONS

Resource programs grew out of Special Education provisions and largely remain a service provided by that educational system. However, it has been shown in this review that a wider population requiring additional help than simply students who have been integrated from separate special education facilities, exists in regular schools. In Australia, the Karmel Report (1973) points out that all children who are below average cannot expect to be educated in special provisions.

The question ought therefore to be asked, "What is Special Education and what is it about resource programs which entitles them to this description?" O'Connor (1977) for example, describes Secondary Resource teachers in Queensland as, 'Special Education generalists', and says that trainees in the program described received, 'special education skills'.

Sabatino (1972) also asks the question, 'What is Special Education?" He suggests that the usual justification for it, "that many children are unable to profit from regular education and need adapted curricula and teaching at an individualised level", is untenable in face of the evidence against special classes. Sabatino recommends a continuum:

> of teaching environments that permits special educators from all the different areas ... to focus on handicapped children.

This approach as previously noted, has been similarly recommended by Deno (1973), Anderson (1975), Codd (1975) and Newcomer (1977) amongst others. The consensus appears to be that Special Education should move from a system of labelling, describing individuals by handicap rather than need, towards a position where provision is based on need (Sabatino, 1973). What special educators can provide to regular educators in these changed circumstances is insightful observation, skilled diagnosis and co-operation in developing suitable individual programs (Brennan, 1977; Newcomer, 1977). It is in this context that secondary resource teachers are therefore best seen since Fairbairn, McBryde and Rigby (1976) have recently observed that many secondary teachers in Queensland are unwilling or unable to try to individualise instruction; many are not able to cope with changes in secondary education and there is a lack of support, particularly to first year teachers, to help them attain the stated aims of the school system. The remainder of this study will seek to establish what role Queensland secondary resource teachers have played since 1976 and to consider the factors which had led to the particular role(s) adopted.

Chapter 3

INNOVATION AND CHANGE

A. PLANNING FOR CHANGE

Implicit in the introduction of a new program to an existing system is the notion that some change is desired which the innovation can, at least, help to bring about.

Miles defines innovation as:

> ... a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of a system ... it seems helpful to consider innovations as being willed and planned for, rather than as occurring haphazardly.

"Change", Miles suggests:

> generally implies that between time 1 and time 2, some noticeable alteration has taken place in something.
>
> (Miles, 1964:13,14)

In describing a program as an innovation therefore, we imply that a situation exists which it is desired to change and that, at least in part, this change is to be brought about by a deliberate, willed and planned program.

This suggests it should be possible to examine the method of this introduction in the light of existing literature on innovation and change. Such literature ought to provide criteria against which the innovation can be assessed and planned.

Miles (1964) stresses the failure of some innovators to plan the process by which their innovation will be introduced and spread. Proposals for innovations designed to bring about education change are, he claims, frequently made without any intimation that the requirements of change in systems have been taken into account.

> The dominant focus in most contemporary change efforts, however, tends to be on the content of the desired change, rather than on the features and consequences of change processes ... attention to change processes is crucial. We need to know, for example, why a particular innovation spreads rapidly or slowly, what the causes of resistance to change are in educational systems, and why particular strategies of change chosen by innovators succeed or fail.
>
> (Miles, 1964:2)

Writing twelve years after Miles, although it should be noted in England and not the United States, Morrish (1976) notes that:

> Usually the attempt has been made to reconstruct the nature of the process of change after the event in order that we might avoid commiting the same errors on the next occasion ... few changes seem to have been planned and organised in sufficient detail to predict or control the consequences.

Another difficulty in planning for change is in relation to models which are transferred from one culture to another. A model which works well in one environment does not necessarily work equally well when transferred to a different milieu. Resource teaching which developed in the United States and was later adopted in Queensland, is an example of such a transfer taking place.

Morrish suggests that:

> one of the lessons of the study of comparative education is the reinforcement of the inescapable fact that the transfer of content and methods of education, from one cultural system to another, must be tackled with great care and judgment. The successful innovation and novelty of one shciety may well prove disastrous in another.
>
> (Morrish, 1964:24)

The degree of planning required for an innovation may therefore involve a consideration of inter-cultural differences in addition to any other factors involved.

B. THEORIES OF INNOVATION

Models of Change

Havelock (1973) in a review of the literature entitled, *Planning for Innovation: Through Dissemination and Utilization of Knowledge*, concludes that the principal models of change employed by most authors can be grouped into three process models. These he refers to as:

(a) Research and Development
(b) Social Interaction
(c) Problem Solving or Analysing

Huberman (1973) calls Havelock's three models, 'Change Paradigms'. Havelock contents that these three models can be brought together in a 'linkage model'. This will be discussed later in the role of change agents.

Morrish (1976) presents Havelock's models in a figure showing typical stages in the implementation of each of these models of change as follows:

Figure 1

TYPICAL STAGES IN MODELS OF CHANGE

Research and Development	Social Interaction	Problem Solving
1. Invention or discovery of innovation	1. Awareness of innovation	1. Translation of need to problem
2. Development (working out problems)	2. Interest in problem	2. Diagnosis of problem
3. Production and packaging	3. Evaluation of its appropriateness	3. Search and retrieval of information
4. Dissemination to mass audience	4. Trial	4. Adoption of innovation
	5. Adoption for permanent use	5. Trial
		6. Evaluation of trial in terms of need satisfaction

(Table 1 Morrish, 1976:112)

(a) Research and Development Model

Huberman suggests that this model moves from theory into practice. The innovation is conceived, planned, initiated and evaluated by some central planning agency. Morrish uses Huberman's description and adds that the innovation is conceived as part of an 'elaborated design supervised by a central planning agency'. Morrish feels that this is a paternalistic approach involving planning by experts and imposition of the model on practitioners in the field.

(b) Social Interaction Model

Huberman sees this model as an acceptance of the whole package on the basis of word-of-mouth contacts. Morrish suggests that it follows the diffusion of the innovation amongst the members of the group or institution. This is, Morrish notes, probably the most easily accepted model since adoptors have an opportunity to see, or hear about the innovation, through their peers. There is less pressure placed on adopters than in the research and development model, since the change is not imposed but chosen. Many class teachers are in a position where they can see practices being used by other teachers which are different from those used by themselves. These teachers are then in a position where they can often adopt these practices into their own classrooms after evaluating them at a distance. Innovation in this sense, is at the time and choosing of the innovator, the adopting teacher.

(c) Problem Solving

Morrish sees this model interpreting change from the point of view of the adoptor with the emphasis on internal restructuring and with frequent use of a temporary change agent. The model is related, Morrish suggests, to Kurt Lewin's three phase change model involving:

Unfreezing
Moving
Freezing

Although all three models may be at work to some extent in any model (Huberman), Morrish notes differences between the three in relation to the source of initiative in the change.

> The R. and D. model stresses the developer, is closely planned and studies the activities of the resource person or system. The Social-interaction model stresses the communicator, the user person is highly spontaneous and natural. The Problem-solving model emphasises the role of the receiver, the change-agent in interaction with the user.
>
> (Morrish, 1976:116)

Morrish claims that the choice of one of these three strategies reflects the relationship between senior administrators and local teachers.

> In systems which are highly decentralised, greater initiative is left to individuals to accept, refuse or modify the proposed changes. Here it is the rationality of the innovation itself which is the major factor rather than the authority of the person advocating the reform.
>
> On the other hand, in systems which are highly centralised, innovation and invention are more often enforced through a hierarchical chain of command, with psychological and economic sanctions against those who resist. Such changes diffuse more rapidly throughout the entire system, but they are seldom internalised by the adopters unless they are practised long enough to change habits and patterns of behaviour.
>
> Thus there exists a paradox. In the management and manipulation of innovation and change, by involving the adopter we are forced to modify or decelerate the original project. Any given innovation, which contradicts the existing values or the past experiences of the adopters, or which is not in keeping with the structural properties of the target institution, has very little chance of success.
>
> (Morrish, 1976:145)

Brickell (1964) identifies three phases of change which he describes as "three distinctly different, irreconcilable processes". These are the design, the evaluation, and the dissemination of innovations. It is our failure to distinguish and even our "dogged refusal to recognise," these three phases which, in his view, is the most formidable block to instructional improvement.

> The distinctions between design, evaluation and dissemination are better recognised, and the circumstances for each better separated, in medicine, agriculture, and industry than in education.
>
> (Brickell, 1964:500)

This point appears to substantiate Miles' contention that in education, attention is usually focussed on the content of an innovation rather than on the change processes involved.

Brickell uses 'dissemination' to include both the spread of knowledge of an innovation and also its adoption by users. Eichholz and Rogers (1964) use the term 'diffusion' for Brickell's dissemination.

> Diffusion is the process by which an innovation spreads. The diffusion process is the spread of an idea from its source of invention or creation to its ultimate users or adopters. This diffusion entails the communication or dissemination of an idea and culminates in its adoption by individuals.
>
> (Eichholz and Rogers, 1964:299)

Eichholz and Rogers support Brickell's contention that educational ideas diffuse more slowly than agricultural or medical innovations. They suggest that this slowness is due to three reasons.

(i) The absence of scientific sources of innovation in education. Education, being person centred, is less open to controlled, systematic, scientific investigation than say agriculture where controlled environments and conditions are more easily arranged. Thus, innovations are not so easily controlled in a school setting comared with a laboratory experimental environment. Educational evidence is therefore ambiguous, incomplete and confusing.

(ii) A lack of change agents to promote new ideas. Principals are more likely to work at retaining the status quo than at acting as change agents.

(iii) A lack of economic incentive to adopt innovations. They are neither more productive or more remunerative personally.

Huberman (1973) elaborated on Eichholz and Rogers' work claiming that even in periods of accelerated social change, schools were likely to change very slowly and even then often required considerable outside pressure before they were willing to modify their existing practices.

> Society has, in fact, created such institutions as schools, in order to ensure social continuity, and has hired professionals to work in them. These professionals tend to resist novelty more stubbornly and initiate new methods or practices less frequently than professionals in other sectors.
>
> (Huberman, 1973:91)

If this is correct, then one might anticipate innovations facing resistance from the more 'professional' members of the staff. Professional in this context meaning persons who consciously seek to use the school to inculcate socially desirable mores and practices. The implication is that a static educational environment will tend to promote individuals who display a willingness to conform to the norm. Huberman suggests:

> In education, change seldom involves physical objects but rather persons, who are called upon to alter their way of looking at things and their habits of dealing with children and with other adults. Such change is very slow, and if pressed too strongly, it usually builds up still greater opposition.
>
> (Huberman, 1973:127)

Many innovations, being specifically aimed at persons and their ways and habits of dealing with other people, would appear to be classic examples of innovations which require a great deal of consideration of the way in which they are to be diffused.

> The rational approach of the Research and Development and Diffusion change strategy, assumes that a rational individual will adopt the proposed change without resistance. In fact this assumption is valid only if the change is proferred to the potential user in a way and at a time that is acceptable to him.
>
> (Owens and Steinhoff, 1976:49)

The diffusion process can be seen to be an extremely important dimension to any administrator hoping to introduce an innovation to a system. The world of commerce offers a very clear analogy. A new product, having been developed by a company, has then to be marketed. The number and size of marketing campaigns involving huge sums of money for advertising are an overt demonstration of a diffusion process in action. Owens and Steinhoff highlight the significance of such programs. These obviously do not expect a rational individual to adopt proposed changes without some resistance.

In fact their thesis quite clearly is that a product has to be 'proferred to the potential user in a way and at a time that is acceptable to him'.

Eichholz and Rogers (1964) also see rejection treated as a barrier to be overcome in most studies of diffusion. They differ from Owens and Steinhoff however, in that they use the Social Interaction model of the change process to explain diffusion. The process whereby adopters ultimately use an innovation, they claim, has five distinct and separate stages. These are:

1. Awareness - the individual learns of the innovation.
2. Interest - individual seeks information, considers merits of innovation.
3. Evaluation - He weighs the merits of an innovation for him.
4. Trial - change is applied on a small scale.
5. Adoption.

This model, the Social-Interaction model, follows from the Research and Development model in that it offers opportunities to explain the actions of individual adopters or rejectors. Further discussion of the interrelatedness of the three models previously suggested is not widely found in the literature.

The diffusion of innovations over time has apparently speeded up in the last thirty years. Mort (1964) when reviewing diffusion of educational innovations during the period 1920 to 1950 found that a long time, even decades, elapsed between an insight into a need and a general acceptance of innovations to meet that need, the spread being very slow for a decade or so, very rapid for a couple of decades and then very slow during a 'mopping-up' period. The total period involved could be about fifty years.

Carlson (1964) suggests however, that Mort's explanation may no longer be accurate. Carlson found in a study of the diffusion of modern mathematics programs that these were almost completely diffused throughout the United States within ten years. He claims that Mort's fifty year period is a gross exaggeration of the time required to achieve a wide acceptance of a program given certain conditions. The exceptions to Mort's slow diffusion rate are in cases where extraordindary expenditures of effort and money are used, for example, 'New' mathematics. In these cases the decades of normal innovation diffusion can, Carlson suggests, be telescoped into months.

However, Carlson notes variations in diffusion role according to the characteristics of school superintendents and concludes that leadership is a vital factor. The most significant leadership characteristics Carlson suggests are:

(i) Involvement. Superintendents who have a close knowledge of what is going on not only in their own but also in neighbouring school districts, are able to involve themselves in the diffusion process and so encourage adoption of an innovation.

(ii) Social status. As well as a high rating on measures of social involvement, superintendents who are effective innovators have a high social status rating. Not only are they knowledgeable and involved, they are also more highly regarded socially than are less successful innovators.

Mackenzie (1964) also notes the significance of 'prestige' for advocates of change. Their prestige depends on such variables as competence, money or goods they can offer, legal authority, policy, precedent and custom. Thus principals and superintendents are very important agents of change.

> In many instances, the superintendent of schools appeared to be the most powerful, single factor in

> change. For example, he employed new art teachers who were expected to bring about changes in the art curriculum. He approved new subjects, time allotments etc.
>
> (p. 417)

One might here ask, 'what is change?" Is it this type of example where an authority imposes an overt change within a system, more art teachers, new timetables for example? Or is it covert change, where teacher attitudes change and different provisions and expectations are accepted as necessary if individual provisions are to be made? Morrish when defining innovation suggests:

> ... that an innovation must not only last but also have a high rate of utilization, and that it should resemble its intended and planned form.
>
> (Morrish, 1976:16)

This would seem to be a useful distinction, that an innovation should be highly used in a form resembling its intended, planned description.

C. PROCESS VARIABLES

Explanations of the processes of change draw attention to the interaction of a variety of factors which are inherent in a particular innovation and the environmental system into which it is introduced (Morrish, 1976:75).

1. Variables Inherent in the Innovation

Morrish lists these as:

(a) Proven quality. How good, how proven, reliable, generalisable, how much is hoped for and expected? Does it depend upon existing pedagogical skills and have schools been pushed into something not fully understood?

(b) Divisibility. Is the project an all-or-nothing one or can it be trialled on a small scale? What proportion of the community is to be involved? Group consent means a slower diffusion than individual consent.

(c) Cost. How much plant provision and staff training are required? Will grants be required on a one-shot or continuing basis?

(d) Complexity. How many parts, behaviours, skills and procedures have to be considered?

> It is obvious that the more difficult it is to understand and use, the less chance an innovation stands of rapid adoption. ... Things are easier to change than values, whilst innovations which demand a shift in habits of thought and work which are thoroughly ingrained, are the most difficult to absorb.
>
> (Morrish, 1976:77)

(e) Communicability. How easy or how difficult is it to explain or demonstrate the innovation?

2. Situational Variables

(a) Structure of the instructional system. What is its size; what is the hierarchy; how many innovators are involved?

> The most difficult schools to change are the largest and the smallest, since both institutional mass and tight cohesion are extremely resistant forces.
>
> (Morrish, 1976:79)

(b) Leadership and sponsorship. How powerful are the sponsors, how much prestige do they and the initial adopters enjoy?

(c) School environment and group norms. What are the traditional expectations of the school?

(d) Personal characteristics of adopters. Secure, well-regarded, innovators or insecure, lacking credibility, conformists?

(e) Rewards and Punishments. Will the potential adopters gain or lose by adoption of the innovation? Are adopters given high status leading to promotion or is adoption an admission of weakness? Will adoption place him in an inferior position, increase his workload?

3. Environmental Variables

If the concept is accepted, is the community willing to support it financially or is it accepted only at a superficial level?

Huberman (1973) suggests that a checklist of factors favouring change would include: proven quality, low cost, divisibility into parts, ease of communicability, low complexity, strong leadership or sponsorship, a favourable rather than a neutral school environment, compatibility with the values and existing practices of adoptors, an effective mixture of rewards and punishments, readiness for change in the target system, appropriateness of change to surrounding community. Many of these factors will be recognised as those given by Morrish in his later 1976 publication.

In *Innovations in Education: Some Generalizations* (1964), Miles provides almost definitive comments which have been readily drawn upon by many later authors. He particularly draws attention to the human aspects of adoption of innovations in education; to the difficulty of predicting human response to an innovation, in terms which ignore the frailty of the individual's security and satisfaction.

> ... other things being equal, innovations which are perceived as threats to existing practice, rather than as additions to it, are less likely of acceptance.
>
> More generally, innovations which can be added to an existing program without seriously disturbing other parts of it are likely to be adopted.
>
> It also seems likely that an innovation which is relatively easy to institutionalise is more likely of acceptance than innovations (such as "meeting the individual needs of children") which require steady creativity and cannot be routinely managed.
>
> (Miles, 1964:638)

These thoughts can be very easily and clearly related to Resource Teacher programs. Such a program, if defined as aiming at changing existing practices, may therefore be less accepted than one which is said to supplement them.

Thus, Resource Room programs, which provide a classroom teacher with the simple option of passing on a problem to someone else who withdraws that problem (child), are more likely to be accepted than in-class resource teacher models which vaguely aim at meeting 'individual needs' and require another teacher to be in the classroom, and imply the need for changes to the class teacher's program or style of teaching. Miles also suggests that:

> Any innovation implying or requiring important value changes in acceptors ... will encounter difficulty, since much more than the nature of the innovation is at stake.
>
> The sorts of interaction which the particular innovation requires also affect adoption and continued use. Innovations which, in a particular system, will have the consequence of decreasing personal initiative, increasing dependence on others, and violating important values, are likely to be resisted by persons in the accepting system. Conversely, innovations are more likely to be accepted when they increase and reinforce initiative-taking and autonomy. The fairly rapid diffusion of team teaching (apparently a radical role shift) may well be explained by the fact that it increases initiative and autonomy, while reducing isolation, and adding perceived support from peers.
>
> (Miles, 1964:639)

D. SUMMARY

To summarise, theories of innovation offer a series of possible models for change. A research and development model, developed by an outside authority or planning agency offers a pre-planned package to the user. The social-interaction and problem solving models offer the potential adoptor opportunities to evaluate the proposal at arm's length before opting to accept or reject the innovation.

The model introduced can provide insights into the relationships within the system. Centralised, controlled systems are more likely to introduce the research and development model, while decentralised systems may demonstrate use of the other two models indicating their valuing of greater personal autonomy.

Diffusion, the process by which innovations are spread and adopted, is slow in education, particularly when compared with that in fields having a more scientific and less person-oriented perspective. Schools generally are set up to perpetuate a social system not radically to reform it; consequently many people, particularly more senior people, reflect the values of stability not change. Diffusions may therefore take long periods of time, up to fifty years in some cases. The speed of diffusion can be accelerated enormously though depending on the amount of money and effort put into it and on the type and quality of leadership provided.

A variety of factors affects diffusion of an innovation, ranging from those inherent in the innovation itself, such as complexity and divisibility, to those inherent in the situation and environment. Basically, innovations are more easily diffused if they affect less personal things, such as text books, rather than require changes in people's values, aspirations, workloads, and status relative to other people. The latter areas are much more sensitive to individuals' self-concepts and are therefore potentially more threatening.

E. CHANGE AGENTS

The Resource Teacher as a Change Agent

The resource teacher has been described as a person who will help schools adjust constructively to the presence of exceptional children. As already described, some models stress the relationship between class teacher and resource teacher more than others. The closer the links between the two teachers are, the more will the resource teacher need to use consultant skills aimed at developing change in the regular classroom.

Newcomer (1979) in arguing for the consulting teacher model in contrast to a resource room remedial model says:

> The model (consulting teacher) cannot operate unless regular educators are committed to change ... Regular educators must be willing to reject their traditional tendency to consign problem children to special education realising that a teacher consultant program requires a co-operative interactive effort. ... In other words, the regular teacher must eventually acquire many of the competencies demonstrated by the teacher consultant.
>
> (Newcomer, 1979:161-162)

This concept of a teacher as a change agent, that is one who is mainly responsible for doing the changing (Morrish, 1976), as opposed to an administrator being the change agent, is quite new. Miles (1964), for example, suggests that one of the reasons for the slow diffusion of educational innovations is the lack of change agents in schools. Carlson (1964), on the other hand, notes the capacity of particularly influential people such as superintendents of school districts to accelerate change in certain situations. In general, schools appear to have relied on principals as the identified agents of change (Mackenzie, 1964; Brickell, 1964).

> New types of instructional programs are introduced by administrators. Rearrangements of the structural elements of the institution depend almost exclusively upon administrative initiative. Teachers are not change agents for innovations of major scope.
>
> Brickell, 1964:503)

Morrish (1976) describes schools as having no recognised agent for bringing and demonstrating new ideas, projects or practices directly to the teacher or education administrator. The Problem Solving model, he suggests, most frequently employs an outside consultant as a 'participant observer'.

Martinson suggests that:

> The design of training programs and the development of leadership personnel in special or regular education has been handicapped by some apparent faults in our conceptualisation of the facilitation and maintenance of change processes in local delivery units. Leadership functions are too often perceived as the unique responsibility of administrative level staff. With this focus, it appears that leadership activities are ascribed to particular positional levels within any organisational unit. If definitions of leadership imply the capacity to intentionally modify and/or improve programs, this view of leadership function appears to be a rather insular one.
>
> (Martinson, 1975:26)

The resource teacher is therefore a departure from traditional practice in so far as he is nominated as an agent of change by the legitimate authority placing him into the school environment. Miles (1964A) refers to the work of Roethlisberger and Dickson who showed that sheer newness of an innovation is not enough to ensure adoption. Schaller (1972) points out that in the process of planned change, the change agent must not only understand the process or planned or intentional change to be effective, but must select from a variety of models to find that which best suits him in any given situation. Some of these models have been described in the previous section.

F. STAGES OF CHANGE

Most descriptions of the planned change strategy are based on Lewin's (1952) three phase model:

first, a realisation of the need for change called, 'unfreezing';

second, a variety of activities involved in implementing change, 'moving'; and

third, the fixing of new behaviours, 'freezing'.

Schaller (1972) describes Sower's (1958) five stage model which incorporates Lewin's three stage description. Morrish, also using Lewin as a basis, extends his model to seven stages. Four models, those of Lewin, Sower/Schaller, Havelock (1973) and Morrish are contrasted in Figure 2.

Figure 2

MODELS OF THE PROCESS OF CHANGE

Lewin (1952)	Sower/Scholler (1972)	Havelock (1973)	Morrish (1976)
1. Unfreezing	1. Discontent with status quo		1. Awareness of need for change
2. Moving	2. Formation of initiating group	1. Building a relationship	2. Establishing of change relationship between agent and client
		2. Diagnosing the problem	3. Clarification and diagnosis of client's systems problems
		3. Retrieving relevant knowledge	
		4. Selecting the innovation	4. Examination of alternative routes or goals and establishment of action
	3. Implementation		5. Transformation of intentions into actual change efforts
	4. Formation of supporting group	5. Developing supportive attitudes and behaviours	
		6. Maintaining impetus for change	
3. Freezing	5. Freezing the change	7. Stabilizing the innovation	6. Generalisation and stabilisation of change
			7. Achievement of a terminal relationship

The Lewin model, by virtue of its simplicity, subsumes each of the other models without offering the precision they contain. As shown in the figure, the two more extensive models, those by Havelock and Morrish, complement rather than supplement each other. Along with the Sower/Schaller model, these emphasise the need for planning, illustrating how the Lewin model may be implemented.

Amongst the stages suggested, the following seem to have most significance for the resource teacher role.

1. Unfreezing

In this context, Schaller suggests that it is:

> ... almost impossible to overestimate the importance of discontent. Without discontent with the present situation, there can be no planned, internally motivated and directed institutional change.
>
> (Schaller, 1972:89)

The first question therefore for the change oriented individual is, Schaller suggests, "Is anyone else dissatisfied with the present situation?" If the answer to this question is positive then the change agent has passed the first barrier. If however the answer is in the negative, the door to intentional, planned change is closed and presents an initial problem. Finding a way to open this door becomes the problem the change agent must first overcome. Schaller quotes one author, Saul Alinsky, who made famous a prescription for this step, and claims that Alinsky's phrase "rub raw the sores of discontent" has become a battle cry for many change-oriented persons. This may well be a far too radical approach for many school situations and Morrish's term, 'awareness', may well be a more suitable aim.

Both 'discontent' and 'awareness' aim at the same point: the person(s) involved in the existing situation need to move to a position in which they become dissatisfied with the status quo and desire, or are willing, to move to a different position.

The change agent is therefore initially a consciousness raising agent.

2. Moving

Lewin's second stage, move, has been most developed by other theorists. This is of course not surprising since it is the stage which actually accomplishes a change from point A to point B. If the stages proposed by the authors referred to are combined, the following sequence is produced.

(a) The formation of a working relationship between agent and client (Havelock; Morrish)

Havelock sees this relationship as of fundamental significance, since it establishes a 'linkage' between the two parties to the change. Linkage, Havelock suggests, is:

> ... a series of two-way interaction processes which connect user systems with various resource systems ... Senders and receivers can achieve successful linkage only if they exchange messages in two-way interaction and continuously make the effort to stimulate each other's problem solving behaviour.
>
> (Havelock, 1973:35)

(b) Clarification and diagnosis of the problem (Havelock; Morrish)

Morrish includes clarification to ensure that both user and resource person have the same expectations. Schaller sees this stage carried out by his initiating and support groups which can often refine and improve on original proposals. The main difference between the Sower/Schaller model and the Havelock, Morrish models is clearly shown in this stage. The former stresses the intent of an observing group to change a situation. The group may be either external or internal to any system but is clearly not the whole system since it seeks to change the remaining segment. This model fits best into Havelock's research and development category. The Havelock and Morrish models both emphasise the relationship between client and consultant and therefore move to the problem solving approach at this point.

(c) Supporting group (Sower/Schaller)

Stage 3 of the Sower/Schaller model, Formation of a Supporting Group, is unique and emphasises an awareness of the need for approval either from a hierarchical authority or from a wider public. "This 'stamp of approval' often is essential to gain certain other required support".

Schaller sees the support group as providing not only numerical strength but also 'legitimization' and suggests: "It is difficult to overemphasise the value of providing legitimacy for any proposal for change". This would certainly seem an essential prerequisite for any significant changes in a school setting where the question of responsibility to and for others is involved. The support group also adopts the innovation and provides expertise and impetus.

Fox and Lippitt (1964) add to this argument:

> In promoting instructional improvement, the collaborative effort of school administrators, teachers, and outside resource people (as represented by the teacher-principal-consultant change-agent team), provides a more vigorous and productive leadership arrangement than does reliance on any one of these roles alone. Innovative efforts by the class teacher with informed and sympathetic support from school

> administration and professional colleagues, are much more likely to succeed than efforts without such support.
>
> (Fox and Lippitt, 1964:297)

This point is demonstrated by Haubrich (1968) who shows that many ideas and plans are soon forgotten and few changes carried out in schools unless all parties to a change are involved. Miles (1964B) notes that Lippitt (1949) also demonstrates that:

> ... teams of two or three persons carried out more changes ... than did even the strongest individual participants. And, 'clusters' of 'like-minded' teachers are far more likely to be innovative than isolated teachers who attended summer institutes.

(d) Establishment of alternatives (Morrish) and selection of innovatory action (Havelock; Morrish)

(e) Implementation (Sower/Schaller; Morrish)

(f) Developing supportive attitudes and behaviours (Havelock)

Havelock points out that an innovation cannot always sustain itself. Many innovations will in fact flounder without support. This is a different dimension of 'support' from that recommended by Sower and Schaller and subsumes the need for legitimization.

(g) Maintaining impetus for change (Havelock)

This stage is an extension of the previous one. It again recognises that many adoptors are likely to reject an innovation after a period of experimentation simply because they lose impetus. Havelock stresses here the long-term, on-going support needed to sustain change.

Miles claims that:

> One of the most clear-cut findings in all research on temporary systems is that support developed during

> the system, and provided post-system, is very crucial for follow-through on actions decisions.
>
> (Miles, 1948:480)

3. Freezing or stabilizing of change (Lewin; Sower/Schaller; Havelock; Morrish)

All the models described utilize this stage. Lewin saw the need to secure an innovation in its new form and this dimension is universally accepted.

Havelock's suggestions for the development of support and maintenance of impetus are part of this process. What Havelock has done is to stress the need for the development of supports as part of the change process linking 'implementation' and 'stabilization'. There is, he emphasises, the need for planned deliberate movement to the often bureaucratic completion of a program.

Morrish commenting on this planning of change said:

> Thus it will be seen that the planning and execution of the change process is developmental and not mechanical. It is a process in which both the innovatory and the receiving systems are altered, and in which the full implementation will require as much time as the planning ...
>
> (Morrish, 1976:51)

G. WHO ARE THE INNOVATORS?

Miles (1964B) describes innovators as strong, benevolent, out-going people who are high in intelligence and verbal ability. He observes that they are less bound by local group norms, are more individualistic and creative, are frequently rebellious, alienated, excessively idealistic, pront to resentment and resistance. When attempting to persuade others they show enthusiasm and authenticity and are defiant in the face of adversity and disillusionment.

Morrish (1976) finds innovators to be dissidents. They are likely to be risk-takers who are willing to accept failures and have sufficient self-confidence to continue. These self-actualising people are rarely popular since their merchandise is concerned usually with the untried and they tend to be regarded as individuals who are opposed on principle to the present order of things, having nothing really solid and demonstrably certain with which to supplant it. Inevitably they make more enemies than friends. It is difficult to reconcile these views of innovators with the role of the resource teacher as an agent of change. The tenor of both descriptions is of a forceful personality who is likely to offend others who do not accept his point of view.

Schaller, on the other hand, suggests that the change agent should not be offensive since too strong an approach is counter-productive. In recommending the formation of a supporting group, as previously discussed, Schaller describes the innovator in rather different terms from Morrish.

> The change-oriented individual may want to ask himself several questions as he reflects on the supporting group in the process of intentional change. First, is he primarily interested in making a public witness to dramatise the issue and to increase the discontent, or is he primarily interested in change. If the latter, it is difficult to overstate the crucial importance of this third step in the process of planned change. The partial or total neglect of this phase of the process is unquestionably the largest single cause of failures in efforts at planned change. ... Second, is he primarily interested in having his ideas accepted or in helping to achieve change? ... Third, is he willing to submerge his own role? ... Fourth, is he aware of the need to follow through?
>
> (Schaller, 1972:110,111)

Schaller (1972) describes change agents as 'high visibility' and 'low visibility' types. The high visibility 'advocates' get the headlines while the low visibility 'enabling' types produce results.

The ideal change agent would appear to be, therefore, someone who is strong, self-confident, benevolent and idealistic. He needs to be able to view a situation objectively so as to be able to plan a course of action and so is intelligent and of high verbal ability.

The successful change agent is one who is able to gather supporting people around him and be sufficiently self-effacing that he will not seek the limelight in this group situation but will gain satisfaction from achieving change. Finally, he perseveres in the face of difficulty and follows through an innovation to provide support to other people involved.

H. INNOVATIVE INSTITUTIONS

In reviewing the literature on innovative institutions, Morrish (1976) concludes that they are places where clear goals are known and accepted by the staff. Good channels of communication exist and there is some equalisation of power in that some influence can be exerted upwards encouraging a cohesiveness that makes teachers feel significant members of the institution. High morale with trust and openness are to be found and the institution sees itself as seeking to solve problems, being open to change, utilizing its resources and enjoying a degree of autonomy.

Lippitt (1967) describes the attitudes of teachers in institutions which encourage innovations.

> They are more inclined to be involved in the diffusion process of innovations if they feel that they have the authority to direct their own classroom life, and are at the same time confident that they can do so

> effectively. Coupled with this they need to be willing to share information with their peers about their classroom activities with a minimum of fear of rejection or failure.
>
> (Lippitt, 1967:309)

Huberman (1973) concludes that the attitudes and behaviour of teachers and administrators are functions both of their personalities and the institutions in which they work. Shipman (1974) observes that an authoritarian headteacher can inhibit or inspire a team, whilst a democratic head can promote either initiative or inertia.

These two suggestions indicate the complexity of attempting to define innovative institutions. The human factors involved obviously impinge upon any planning which is attempted. As Shipman et al. (1974) suggest, simple labelling in 'authoritarian' or 'democratic' terms is an insufficient form of description if by this one seeks to suggest that a school is thereby innovative or not. Shipman's findings that headteachers with similar personality traits could in fact produce different results indicates this.

Huberman summarises innovative institutions as follows:

> Innovative institutions also have certain traits in common. They generally enjoy greater financial support, more highly trained teachers and more educated parents. They tend to be clearer about institutional goals, to have a good communications network amongst teachers and between teachers and administrators, to have a higher morale and cohesiveness.
>
> (Huberman, 1973:92)

I. ADOPTION AND REJECTION OF CHANGE

The slowness of schools to adapt to change and their propensity to continue the status quo has already been referred to (Huberman, 1973).

Although in general schools appear as stable institutions, an interesting question arises as to whether it is possible to identify reasons why individual teachers may be more or less responsive to the notion of change and the introduction of an 'expert' into their classroom.

Havelock suggests that the biggest single reason individual teachers have for rejecting change is fear of failure.

> It is true that most professional groups display a certain resistance to change but studies made of the attitudes and behaviour of teachers indicate that they tend to be more resistant to new practices than other professionals, and that their greatest fear is failure.
>
> (Havelock, 1971:92)

As noted in an earlier section, some authors see administrative and system support as a prerequisite for innovative action by individual teachers (Fox and Lippitt, 1964). Atwood (1964), in describing resistance to the introduction of a high school guidance program, quotes administrators in the school who scorn teachers who go to the counsellors, calling them "the weak sisters", thus implying that they should be able to look after their own problems.

Morrish (1976) draws attention to the importance of external threats:

> Hence in a school system which regularly examines teachers and promotes them on that basis, teachers who seek help might be seen to be perceived as weak and inefficient.
>
> (Morrish, 1976:93)

Apart therefore from an inherent fear of failure which many people may feel, there is a suggestion here that some school systems may cultivate a fear of innovation by virtue of their promotion and social approval systems.

A second reason for resistance to change is the teacher's sense of power within his own classroom. Teachers tend to resist any change which leaves them with less control over their own classrooms (Morrish, 1976; Huberman, 1973).

> It is clear for example, that a conventionally, oriented teacher who likes to 'do his own thing' - unoriginal though that may be - within the carefully closed doors of his own classroom, is not going to welcome immediately with open arms the prospect of an integrated studies project organised on the basis of team teaching.
>
> (Anderson, 1976:3)

Such teachers, Shipman (1974) suggests are occasionally 'press ganged' into new projects by enthusiastic principals. Although many of these teachers drop out, some do keep going. Morrish claims that:

> It is held by anthropologists that resistance to change is proportional to the amount of change required in the receiving system.
>
> (Morrish, 1976:24)

If this is the case, then perhaps 'press ganging' can be successfully employed if there is confidence that the teacher has only to overcome shyness or inertia and has little change to make in order to match the innovation.

Initial hesitancy is sometimes confused with resistance to change and can be overcome with experience. This is shown by Brickell who observes that teachers begin to prefer new programs within several months of their introduction. Brickell notes that:

> Proposed innovations often arouse feelings of inadequacy and uncertainty. The early questions, doubts, and hesitancies expressed should be

> distinguished from outright resistance to the change ...
>
> (Brickell, 1964:505)

Brickell concludes that new instructional programs can be successfully introduced despite initial apathy or even opposition on the part of some teachers. Significantly he notes that the most successful innovators are those who are provided with the most elaborate help as they begin the innovations.

Morrish (1976) sees adoptors as very similar to innovators except that they are essentially more prone to conformity, have more deference to authority, and possess a greater sense of security.

> Since both attitudes and values are at stake in all mechanical-structural changes in education, personal attitudes (and indeed the whole self system) will inevitably come into play. The usual effect upon the adoptor is high anxiety, a prolonged resistance, and the necessity for a much deeper involvement in both "unlearning" and "relearning" than is effected simply by giving him written information about any new practice.
>
> (Morrish, 1976:50,51)

If this is the case, then an innovation as radical as accepting another teacher into one's classroom as a critical observer might indeed be traumatic. The class teacher who is simply 'told' about a new resource teacher colleague, particularly through a written communication, will be most unlikely to feel deeply involved in the innovation and might be expected to withhold any commitment.

The Sower/Schaller innovation model previously referred to would appear to meet this need for "deeper involvement" in its stage 3, the formation of a supporting group. Such a group could include influential teachers, thus demonstrating involvement, acceptance and commitment to their colleagues.

Morrish recognises the practical implications of innovations being imposed upon existing environments. Firstly, he says:

> We have to judge the significance of the change in terms of the meaning it is likely to have for the accepted ... To be precise, the personality and value system of the individual teacher present a less adequate indicator of his attitude towards change and innovation than his perception of the effects of the innovation on his personal interests and institutional goals. What really counts is his estimate of the relative importance of the personal advantages and disadvantages of each change.
>
> (Morrish, 1976:79)

The significance of any innovation to any teacher in terms of personal 'advantages' and/or 'disadvantages' to him can never be predicted of course. This uncertainty again emphasises the crucial need to involve teachers in planning in order that they have an opportunity to see how some features may be of advantage to themselves.

M.S. Atwood (1964) shows how some teachers react against the introduction of a guidance counsellor who would "relieve" them of the onerous duty of counselling students. In fact, these teachers enjoy the status and personal rewards which these duties confer upon them and resent having to hand them over to a guidance counsellor. The analogy to resource teaching is very clear where some teachers already make great efforts to accommodate children having difficulties and are 'told' that a resource teacher has been introduced who will come in and undertake these duties for them. Not only are these class teachers' efforts demeaned but their previous methods are to be assessed.

Morrish (1976) describes such situations in terms of rewards and punishments.

> What essentially is of account here is what the potential adoptor thinks he stands to gain or lose by adopting the innovation ... It is obvious that a member of staff will be quite happy to support a particular change in curriculum if it is likely to involve his appointment as head of the project with improved status and increasing salary. If it means, however, subordination to one of his professional peers whom he may regard as rather inferior to himself anyway, an increase in his involvement in work and production but no increase in pay, and his ostensible demotion through another's promotion, his enthusiasm for the 'new-fangled idea' may not be so unqualified.
>
> (Morrish, 1976:80)

In such circumstances, Atwood (1964) found that experienced teachers who had done their counselling were resentful of a younger woman taking their role and requiring them to go to her with referrals and problems. These teachers had actually valued having to take initiative and now responded by withdrawing and doing nothing - their opinion was that a good teacher was responsible for everything which happened in the classroom and solved his own problems.

Eichholz and Rogers (1964) studied elementary teachers' resistance to the adoption of audio visual aids. They found that the attitudes of rejecting teachers were not related either to the grade level at which the teacher taught or to the number of years of teaching experience accumulated. This was supported by Smith (1970) who showed that years of teaching experience was not a factor in teacher acceptance of consultant help. From these findings it might be inferred that the teachers in Atwood's (1964) study were rejecting the counsellor's innovations on grounds other than their years of experience and may not have simply been reacting to someone younger than themselves.

J. ADOPTERS

Huberman (1973) in his review of work on innovative teachers found that:

> Innovations are generated more often and accepted more readily by individuals with a number of common traits, which include self-confidence, willingness to take risks, youth, high social status, stronger than average contacts outside their immediate community and a tendency towards opinion leadership among their colleagues. Innovative teachers in particular, are more self-confident, share more widely their experiences and information about teaching and are professionally more dedicated.
>
> (Huberman, 1973:92)

The impression is clearly one of a busy, energetic, committed person. Shipman et al., (1974) identify similar evidence in their long term study, "Inside a Curriculum Project". They conclude that it is the energetic teachers who become most closely involved and are constantly willing to define and redefine their role. Although these innovating teachers feel overworked, their principals nevertheless still call upon them if a job of work has to be done. The ideal innovator, Shipman suggests, is one who is willing to maintain his subject discipline within a team and to engage in planning integrated work through discussions with other specialist colleagues. This teacher will also be an active producer of new materials, teaching methods and ideas. Although meetings are difficult to schedule and in most cases need to be held after school with teachers thus sacrificing free time, they are a most valuable exercise and often serve as a catalyst enabling teachers to speed up the process of change in the school.

> It is difficult to over-estimate the importance of these team meetings. The discussion of content and organisation by different subject specialists was possibly the most stimulating part of the innovation ...
>
> (Shipman et al., 1974:79)

Brickell (1964) concluded that his survey:

> ... had gathered overwhelmingly conclusive evidence that administrators and teachers are primarily persuaded to adopt innovations through seeing them succeed in run-of-the-mill situations in schools similar to their own.
>
> (Brickell (1964:519)

CONCLUSIONS

In conclusion, it appears from the evidence available, that self confidence is an extremely important factor in determining individual teacher's willingness to participate in innovations. Fear and uncertainty supported by system wide attitudes demonstrated through such avenues as promotion criteria will seriously inhibit many teachers. Initial apathy and disinterest can be overcome, particularly when strong support is provided and the innovation can be shown to work in an everyday situation similar to their own.

Adoption can also be encouraged by involvement rather than imposition. Where the teacher is involved in planning, he generates a personal investment which produces a feeling of reward and gain. Imposition, on the other hand, can result in fear and withdrawal if steps are not taken to provide strong support which the adopter can see as bringing benefit to him.

Adopters are more likely to be found amongst the more dynamic, committed, leader teachers who possess strong feelings of self-worth than amongst dependent followers lacking in self-confidence.

These conclusions have very strong implications for resource teachers. Where the resource teacher is defined and seen as a 'helping-teacher', he is by definition, expected to work with teachers who need help; that is, with teachers who are not fully in command of the situation. Where the school system expects teachers to be fully in command, co-operation with a resource teacher will demonstrate incompetence and may therefore be resisted.

Alternatively, where the system recognises that no teacher is perfect or 'fully in command' and applauds efforts to improve a situation, work with a resource teacher will be seen differently and will more probably demonstrate competence. Thus the attitudes of the system per se may be expected to influence the degree to which teachers are willing to co-operate with resource teachers to the extent that it accepts or rejects the need for professional growth and system change.

Chapter 4

RESEARCH METHODOLOGY

A. PURPOSES OF THE STUDY

The study sought to:

1. describe the process by which the innovatory resource teacher role was introduced into Queensland state high schools.
2. describe the role and workload of resource teachers between 1976 and 1978.
3. identify and describe different resource teacher models which developed during the period 1976-1978.
4. draw conclusions about the development of the resource teacher program in Queensland state high schools and suggest changes and further research perceived as necessary.

This chapter presents an overview of the methodology which is utilised in the three chapters which follow, viz.

Chapter 5	Establishment of the Resource Program
Chapter 6	Development of Resource Teacher Roles 1976-1978 at the School Level
Chapter 7	Case Studies of Schools Categorised as having Different Orientations to their Resource Programs

B. DATA COLLECTION

Four forms of investigation were utilised in this study of the secondary resource teacher program.

1. Literature was located which described the process by which the

role was established.

2. Interviews were conducted with four persons who played key roles in the establishment of the resource teacher program.
3. Questionnaires were mailed to all known resource teachers in state secondary schools in 1976, 1977 and 1978.
4. Four case studies were compiled to illustrate the differential development of the resource role in each of the resource categories identified from the data provided by the mailed questionnaires 1976-1978.

1. Literature Available

The main source of information which described the planning leading to the establishment of the resource role was the report of the Joint Advisory Committee on secondary resource teaching which met in 1974.

This report provided a rationale for the introduction of resource teachers, discussed the possible role and drew implications for schools upon the appointment of a resource teacher. The report was distributed to all secondary schools and schools with secondary departments. In the years studied, 1974 to 1979, this report was consistently referred to as the definitive source of information on the role of resource teachers in all departmental advertising for potential resource teacher recruits.

2. Interviews

Interviews were conducted with four persons who were closely involved in the introduction and development of the resource teacher role in Queensland state secondary schools. These were the:

Director of Secondary Education, Queensland Department of Education (D.S.E.),

Co-ordinator of Inservice Education, Queensland, Department of Education (C.I.E.S.),

Advisory Teacher for Secondary Resource Teachers, Queensland Department of Education (A.T./S.R.T.),

Academic Co-ordinator, Post Graduate Diploma in Resource Teaching (Secondary), Kelvin Grove College of Advanced Education (A.C./K.G.).

These interviews were conducted in late 1978 and early 1979, that is, some five years after the initial discussion and planning of the resource teacher role occurred. This anecdotal record is therefore subject to some reservation in view of not only its subjective personal nature but also its distance in time from the events which it describes. The data gathered through these interviews are not all subject to this reservation since some opinions were obtained which related to ongoing and even current situations and perceptions.

The interviews sought opinions on,

(i) the antecedents which lead to the introduction of the resource teacher role;

(ii) the job description which was proposed for resource teachers in secondary schools;

(iii) the method of recruiting resource teachers and the criteria to be applied in selecting potential candidates;

(iv) the process by which resource teachers were assigned and introduced to particular secondary schools;

(v) the degree of individual satisfaction with the training programs offered to teachers;

(vi) the degree of individual satisfaction with the resource program as it had developed over the five year period.

3. Mailed Questionnaires 1976, 1977, 1978

A list of state secondary schools in which resource teachers were serving was obtained each year from the Department of Education's advisory teacher for resource teachers. The principal of each school was written to and permission was sought to allow the resource teacher to be approached to complete the questionnaire. A letter of authority from the Director General of Education was also included. Follow-up letters were sent to schools which had not responded after two weeks. Only one principal refused permission (1976), because his resource teacher was too busy. This school subsequently approved inclusion in 1977 and 1978.

Teachers were asked to indicate the amount of time they spent in a normal week on each of four activities:

(i) withdrawal of individual students;
(ii) withdrawal of groups of students;
(iii) working with class teachers in in-class situations;
(iv) working as a regular class teacher.

Sections (i) and (ii) attempted to obtain data which would indicate the extent to which resource teachers engaged in withdrawal, resource room programs. Teachers were asked to indicate the numbers, age, sex and grade levels of students worked with. They were also asked to nominate the academic areas in which help was provided, reading and mathematics being specifically named with an 'other' section provided for additional areas. In (ii), teachers also indicated the size of the groups with which they were engaged.

Section (iii) asked for details of in-class work with class teachers. Data were requested concerning numbers of teachers and classes worked with, subject areas involved and the role of the resource teacher in individual classes.

The questionnaires distinguished between support which was provided indirectly, for example out of class consultations, provision of materials, evaluation of available resources, and that which was provided directly; for example, team teaching, in-class observation and assessment, joint planning and development of alternative programs.

Section (iv) was included to gauge the extent to which resource teachers continued to operate as regular class teachers. In addition to such data as number of hours spent teaching regular classes, subjects and grades taught, the teachers were also asked whether they chose to teach these classes or whether they were assigned to them by the administration. The type of class, for example 'slow-learners', 'mixed ability', 'bright', was also requested.

The 1976 questionnaire was considerably more extensive than the latter two in 1977 and 1978. In 1976 information was requested concerning teachers' backgrounds, the physical facilities they occupied and their perceptions of the resource role; these were not requested in the latter two years. 1976 information obtained in this way was as follows:

(a) Biographical Details

Sex
Age
Pre-service teacher training
Tertiary education
Courses taken to qualify as a resource teacher
Years of teaching experience
Subjects mainly taught before becoming a resource teacher

Since this information was available on an ongoing basis for trainees at Kelvin Grove C.A.E. it was sought only in respect to those teachers who were trained by the Department of Education in 1974. This information having been obtained, it was not necessary to repeat the section after 1976.

(b) Facilities Provided

Type, size and location of premises permanently provided for the resource teacher
Furniture and fittings provided
Amount of money provided to the resource teacher for the acquisition of materials and equipment
Resource teacher's perception of the image of the resource role presented to other teachers by the facilities provided

Monitoring of the resource role in schools during 1977 and 1978 showed that no significant changes were occurring in the facilities provided for resource teachers and that there was therefore no need to continue this line of enquiry.

(c) Resource Teacher Qualities

A five point Likert scale ranging from 1, Strongly Agree, to 5, Strongly Disagree, was used to rank twenty-two qualities which resource teachers might need to possess. Additional space was left for respondents to write in qualities which they thought desirable but which were not listed.

The question was not repeated in 1977 or 1978. A similar but shorter request, "What kind of people are needed as resource teachers?" was included on the questionnaire completed by class teachers interviewed for school case studies. These are reviewed and compared with the 1976 resource teacher perceptions in Chapter 7.

4. Case Studies

The data collected through the 1978 mailed questionnaires were analysed to show the number of hours which resource teachers spent in an average week in,

(a) resource room withdrawal, and

(b) in-class teacher support.

These were considered to be the two most common forms of resource programs described in the literature. Also these two resource models represented what were described in the literature as philosophically different approaches to resource teaching and could therefore be posited as opposite ends of a continuum. Also the Joint Advisory Committee Report had stressed the in-class support role, rejecting the remedial withdrawal model.

Resource Room programs were identified as,

> those programs in which more than one half of the resource teacher's scheduled resource time was allocated to withdrawing students, either individually or in small groups, to the resource room and in which less than one third of the scheduled resource time was spent in in-class resource teacher activities.

In-Class Resource Teacher programs were identified as,

> those programs in which more than one half of the resource teacher's scheduled resource time was spent in classes working with a class teacher and less than one third of the scheduled resource time was spent in resource-room withdrawal activities.

Between the two extremes of Resource Room and Resource Teacher, a Balanced Resource Role (BRR), program was identified. This was defined as, a resource program in which more than one third but less than one half of the resource teacher's scheduled resource time was spent in BOTH resource-room withdrawal and in-class resource activities.

Analysis of the data from the mailed questionnaires revealed a fourth category which had not been anticipated. A number of resource teachers were found to be spending more than half of their scheduled time working as teachers of regular class programs. These individuals did continue to do some resource work but for only a minority of their scheduled hours. This category was labelled Class Teaching-Resource and was not considered to be a resource program for the purposes of the case studies reported in Chapter 7. However, enquiries were conducted to explain the reasons for this class teaching orientation. These are reported in the discussion which concludes Chapter 6.

Schools were assigned to one of these four categories on the basis of the resource teacher's allocation of scheduled time in the normal week reported in the 1978 questionnaire. Having divided schools into the three resource categories, one school was chosen from each category to be the subject of a more detailed case study.

School 48 was chosen as an example of a Resource Room program In 1978 this school allocated all the resource teacher's scheduled hours to resource room withdrawal and had appeared in this category in each of the three years.

School 17 had been categorised as an In-Class Resource school in each of the three years 1976-1978. It was the only school which displayed a consistent orientation to this mode of operation and so was chosen to represent the In-Class Resource Model.

School 29 employed a Balanced Resource Role in each of the three years and was therefore chosen as the case study for this model.

A fourth school, School 12, was also selected for case study. School 12 had moved from Resource Room to Balanced Resource to

In-Class Resource over the three year period. It was therefore chosen as a case study in order to illustrate why schools might choose to shift the orientation of their resource teacher programs.

Thus the case study schools were:

School 48: Resource Room
School 17: In-Class Resource
School 29: Balanced Resource Role
School 12: Changed resource role

Two further schools were used for pilot studies to evaluate the interview approach used and to test the class teacher questionnaire which had been developed. The questionnaire was subsequently redesigned on the basis of these pilot studies. Initially teachers' responses were gathered by tape recorded interviews, however, these proved impracticable because of the numbers and time involved. A format which allowed the teacher to write answers was then adopted and each teacher was also seen personally to clarify any problems which existed. These case studies are provided as Chapter 7 of this study.

Adelman et al. (1976) note that case study is an umbrella term applied to a style of research which focusses on a particular instance. The methodology used in case study is, they suggest, eclectic using a variety of techniques ranging from questionnaires to interviews, audio-visual recording and observation.

The 'instances' on which case studies focus, may be chosen to examine:

(i) a particular issue, in which case a representative sample of cases may be selected to illustrate the area of interest, for example, Modern Mathematics.

(ii) a bounded system which is studied as an instance in its own right, for example, the functioning of a particular institution. (Adelman et al., 1976:141)

The present study may be seen to reflect both these dimensions. The overall resource teacher program in Queensland state high schools was examined (Chapters 5 and 6) to identify features and trends within the innovation as a whole. On the other hand, individual schools were selected for closer study (Chapter 7) as instances of different resource teacher models (classes) which had been postulated on the basis of the overall examination.

Kemmis (1977) warns of the danger of generalising to whole classes on the basis of inadequate information. Generalisations about the class are likely to be difficult since each case is located within a unique environment. Thus, study of individual instances may emphasise their uniqueness rather than their representatives. In selecting single schools to represent the three classes of resource programs which were formulated from the questionnaire data, the present study did not provide sufficient evidence to allow generalisations about these classes. The case studies provided (Chapter 7) should therefore be seen as illustrating the class from which they were chosen, rather than providing any definitive comment on that class as a whole.

A further problem to be faced in case study research is the degree to which the researcher is obliged to protect his informers or "data-givers". The term "data-givers" is coined to suggest that individuals and institutions concerned in this study 'gave' rather than 'provided' information. Giving, in this sense, is seen as placing a burden of confidentiality on the researcher not to betray the givers. The question of ethics in case study research is well recognised

(Adelman et al., 1976) and accepted by this researcher. In this study therefore, every attempt has been taken to protect the annonymity of the sources of information. In the case of individual schools, numbers have been used whilst letters are used to represent individual persons, for example, Miss A.

Notwithstanding these efforts however, the interviewed occupants of particular official positions will be clearly identifiable to persons closely associated with the Queensland Department of Education. The individual persons who occupied these positions have all approved the version of their interview with the researcher, provided as appendices to this study. Tape-recordings were made of these interviews and the transcripts submitted to the interviewees for their correction and amendment. The researcher recognises and thanks these persons for their generosity.

Other aspects of the case study research which imposed limitations were as follows.

(i) The political nature of the relationship between the researcher and the researched. Given the nature of the enquiries and the apparent legitimacy given to the researcher by the study per se, it is not possible to say to what extend the respondents 'fitted' information to their perceptions of what the researcher wanted to know.

(ii) The school case studies were limited in both time spent in the schools and in numbers of respondents. Thus the researcher was not able to become totally immersed in an anthropological research sense and had to rely on observations and impressions gained during relatively short visits to the schools concerned.

These limitations were recognised by the researcher who has attempted to minimise their influence as far as possible.

Each case study included interviews with school personnel as follows.

(i) The administrator in the school who accepted day-to-day responsibility for the resource teacher. In two schools (numbers 12 and 17) this was the principal, in the other two schools (29 and 48) it was the vice-principal.

(ii) A minimum of six class teachers chosen at random from the school staff in each school. Staff rooms in the school were visited during the school day to locate teachers who were not teaching at that particular time. These teachers were requested to assist the researcher by completing the teacher perception questionnaire. Each teacher was then left alone to complete the form. The researcher later returned and went through the form with the teacher to ensure that no problems existed and that it had been completed properly.

(iii) The resource teacher in each school was also interviewed and asked to comment on the details supplied on the 1978 mailed questionnaires. Discussion followed to elicit details not supplied or not made clear in the returned questionnaire.

The final case study therefore consisted of the results of these interviews plus the data collected through the mailed questionnaires which described the resource teacher's work load in an average week over the three year period.

Discussion of the Data Collected

Discussion of the data has been divided into three chapters as follows. Chapter 5 examines the establishment of the resource role and the development of training programs. Chapter 6 describes resource teacher workloads over the three years 1976 to 1978, in terms of students worked with, location of program, and academic areas assisted. Schools are then categorised on the basis of the principal orientation of the program.

Chapter 7 presents four case studies which illustrate the different categories into which the resource programs were divided. Teacher perceptions are examined to assess the introduction and development of the resource role within these particular schools.

In Chapter 8 conclusions are drawn which seek to show the influence of various factors upon the innovatory resource role in Queensland state secondary schools.

Chapter 5

ESTABLISHMENT OF THE RESOURCE TEACHER ROLE IN QUEENSLAND STATE HIGH SCHOOLS

1. ESTABLISHMENT OF THE JOINT ADVISORY COMMITTEE

In 1973, Kelvin Grove Teachers' College was encouraged by the Board of Advanced Education (Appendix 4), to initiate a special education course for secondary teachers, similar to that offered for primary teachers at Mount Gravatt College. Discussions at Kelvin Grove in 1973 favoured the introduction of a secondary course but uncertainty existed as to whether a remedial teacher or special class teacher program should be proposed.

Concurrently with these deliberations, senior staff in the Department of Education were debating whether an additional teaching role was required in state high schools. Following the abolition of external examinations and the introduction of the Radford Scheme in the early 1970's, high schools were finding it increasingly difficult to provide for the educational needs of their newly acquired comprehensive population (see Chapter 1, pp. 6-9). There is some doubt as to the actual origin of the decision to adopt the resource teacher model. The Co-ordinator of the resource teacher training program later established at Kelvin Grove College suggested when interviewed that he thought the pressure for this model came from the Special Education Branch. However the Director of Secondary Education (DSE) and the Advisory Teacher for secondary resource teachers both agreed that the latter person had first suggested the model on her return from a visit to the United States. Certainly it can be concluded that the concept of Secondary Resource Teachers and the title originated within the Queensland Department of Education rather than in Kelvin Grove Teachers' College. This is an important point since it places the onus of responsibility for later support of the role clearly on the Department of Education, a point which will be returned to in Chapter 8.

Thus, when representatives of Kelvin Grove College met with those from the State Department of Education to propose either a remedial teacher or special class teacher course, they were advised that the Department wanted to implement a resource teacher model. A joint committee to be organised and chaired by Kelvin Grove staff was proposed. Other teacher employers, Catholic Education and the Independent Schools Association, were invited to participate and a Joint Advisory Committee (J.A.C.) met in February 1974.

Terms of Reference

1. To consider the role of the resource teacher in the secondary school.
2. To consider the implications for the secondary school related to the appointment of a resource teacher.
3. To develop a list of competencies expected of the resource teacher.
4. To suggest implications for professional preparation of the resource teacher.
5. To make recommendations regarding course content and development.
6. To make recommendations regarding qualifications and experience of course entrants.

(Report of the Joint Advisory
Committee, 1974:1)

The Joint Advisory Committee (J.A.C.) issued its final report in April 1974 and was distributed to all secondary schools in the state in:

> an attempt to obtain feedback from teachers.
>
> (O'Connor, 1977a)

The fact that the Report was distributed to all secondary schools is an important point, as is the reason given above for its distribution. Both points are highly relevant to the development of the resource model in Queensland state high schools and will be referred to in later sections of this study.

2. JOINT ADVISORY COMMITTEE REPORT

The forty-three page report listed twenty-six (26) recommendations; nine (9) areas of desired competency with forty-two (42) sub-divisions; and, the course structure for a Post Graduate Diploma to be offered at Kelvin Grove Teachers' College, later Kelvin Grove College of Advanced Education (see Appendix 1 for details of these recommendations). The recommendations are summarised as follows.

(a) Role of the Secondary Resource Teacher

(i) The resource teacher would act as a consultant to content area teachers in all subject areas. The basis of this consultation would be the resource teacher's ability to identify children with weakness in:

> primary (listening and speaking) and secondary (reading and writing) aspects of language development.
>
> (J.A.C. Report, 1974, 5.1:4)

and to make recommendations for the development of these basic communication skills.

In addition, the resource teacher would:

(ii) Screen grade eight students to identify gifted and talented individuals; (5.2)

(iii) Co-operate with content area teachers to devise individual programs suited to children's needs; (5.3)

(iv) assist with the location of suitable commercial materials and help develop additional materials to meet special conditions; (5.4)

(v) Undertake some co-operative teaching in the classroom. This teaching would be directed towards "skill development" and would be flexibly organised with both teachers working with the full class or combinations of the class as appropriate; (5.5)

(vi) Organise small group remedial sessions with "hard-core cases of learning disability". Assessment and diagnosis of these cases would be carried out in consultation with the guidance officer; (5.6)

The Report specifically noted that the resource teacher:

> WILL NOT ACT AS A SUBJECT TEACHER IN ADDITION TO RESOURCE TEACHING DUTIES. (5.7)

The committee also considered the role to be a full-time commitment if it were to be carried out effectively. However, after discussing the above points in the body of this section, the Recommendations made at the end of the section (Section 5), did not actually relate to the role of the resource teacher. Instead they were directed towards such issues as "adequate and appropriate briefing" for inspectors, principals, deputy principals, senior mistresses, subject master/mistresses, content area teachers, guidance officers in the field and in training. Other recommendations referred to information to be transferred from primary to secondary schools; a Materials Bulletin; a Resource Centre and employment of Teacher Aides (pp. 5-6).

Thus, section 5 of the Report, which dealt with the role of the resource teacher, described a number of possible activities but did not tie these into a firm recommendation of any kind. No attempt was made to provide a clear, comprehensive role description, the Report simply stating that the role:

> may be defined to include, the variety of activities previously outlined.

Furthermore, no guidelines were provided to indicate how schools were to determine the actual role to be initiated nor the parameters within which that role could be defined. For example, a Resource Room orientation was not distinguished from an In-Class Support role.

(b) Implications for the Secondary School of the Appointment of a Resource Teacher (pp. 7-9) (unnumbered)

The points discussed above which were made in Section 5, dealing with the resource role, are judged to be more relevant to the following unnumbered section which considered, Implications for the School; for example, briefing of school staff, information available in primary schools, deployment of teacher aides. These items are considered by this reviewer, not to be related to the actual role as such but are seen as resulting from the appointment of a resource teacher to the school.

The section on 'Implications' was further weakened by the failure of the Report adequately to recognise that the introduction of this new role represented a major innovation which had substantial implications for all staff, administrative and teaching, within the school. This weakness is manifested by the misplacement of the recommendation on "adequate and appropriate briefing". This recommendation was included in the section on the 'role of the resource teacher' whilst no mention of such a briefing was made in the section on 'Implications'. The critical nature of the introduction of the innovation into schools was therefore never adequately recognised nor dealt with as a crucial feature of the innovation.

Several issues which were raised in the recommendations on 'Implications for the Secondary School' were furthermore, not within the power of the school to amend. For example, planning for the provision of resource rooms in new schools; development of promotional avenues to subject master/mistresses and beyond; consideration of adequate remuneration of resource teachers.

Introduction of such issues in a school context only served to cloud the real issues which faced the school.

(c) Resource Teacher Competencies (pp. 10-14)

The competency areas recommended were stated in behavioural terms thus:

(i) Will be able to state their philosophy of resource teaching;

(ii) Will be able to demonstrate a general understanding of influences on adolescent development;

(iii) Will be able to demonstrate their understanding of psychology and education of exceptional children;

(iv) Will be able to demonstrate an understanding of underlying philosophical and sociological issues in the special education movement;

(v) Will be able to demonstrate an understanding of the learning process by advising fellow teachers on the designs for appropriate remedial or developmental programs;

(vi) Will be able to structure, or advise on the structure of, the learning environment for probable maximum results.

(vii) Will be able to demonstrate an understanding of students' skills and abilities in communication and the application of those in all secondary school subject areas;

(viii) Will be able to understand the contemporary issues in adolescent education and the impact of these on the secondary student;

(ix) Will be able to communicate effectively in interpersonal relationships with students, colleagues, parents and other specialist personnel.

These nine areas were illustrated by forty-two (42) examples of how the competencies could be demonstrated.

(d) Implications for Resource Teacher Preparation (pp. 15-18)

Whilst the recommendations in this section were clear in regard to the length and organisation of a desired training course, they were written from a college perspective and not a school system perspective. Thus the only mention of schools was in recommendation (vi):

> that the training institution liaise with school authorities to determine the availability of and access to nearby high schools for practical work.

No mention was made of involving schools in the training program either as advisors or as joint planners nor was any mention made of the opportunity to train school staffs to work with their resource teacher. It would appear from this section of the J.A.C. Report that the planned training program was to be conducted within and by the college to the exclusion of the school.

(e) Course Content and Development (pp. 19-20)

The course structure provided in the Report was an endorsement of a course submitted by the Kelvin Grove College of Teacher Education to the Board of Advanced Education, Queensland in March, 1974.

The committee urged that the major portion of the course should be practical in nature and that emphasis should be given to the development of communication skills - particularly reading.

The course was planned to extend over the equivalent of one year of full-time study and to lead to the award of a Post Graduate Diploma in Resource Teaching (Secondary). The first semester of sixteen weeks was to be by full-time study and the second semester to be taken by part-time study over a minimum of two semesters. Thus the Diploma could be achieved by eighteeen months of study.

The content of the proposed course focussed on the following areas:

(i) psychology of the adolescent and exceptional child;

(ii) introduction to special education provisions and modern developments;

(iii) interpersonal communication;

(iv) the development of language as a means of communication;

(v) diagnostic testing and prescription for children with learning disabilities; and

(vi) research techniques.

Examination of the subject details (see page 143) shows that the studies in communication were to include amongst other things not only a study of the nature and function of language and the process of language development but also the psychology of the reading process, teaching reading in secondary schools, remedial reading in secondary schools, handwriting, teaching English as a second language.

In contrast, the subject Diagnostic and Teaching Strategies for Individualising Instruction was not seen as being specifically related to any subject area. Instead this subject was to concentrate on learning disabilities, construction and evaluation of tests, formal and informal and design and evaluation of prescriptive teaching programs.

(f) Qualifications and Experience of Course Entrants (pp. 21-22)

The Report called for close liaison between the training institution and employing authorities to ensure that only successful teachers showing potential to undertake the proposed role would be endorsed and admitted to the course. Although the course was designed as a post-graduate diploma, some teachers, specifically some two year trained teachers, would be deemed to have "equivalent qualification" to a degree or diploma and so would be admitted.

(g) Discussion

The Joint Advisory Committee Report of 1974 was a lengthy document which sought to illustrate rather than define the resource teacher role, to indicate some problems which might be anticipated, to outline training and entry requirements and to define required competencies. It has been shown that the report was lacking in both organisational clarity, in, for example, the Sections on role and implications for schools, and conceptualisation of the role and the necessary induction process whenthe role was introduced into schools. The report failed to provide:

(i) a clear role description;

(ii) guidelines on the parameters within which the role might be defined;

(iii) guidelines on how schools might work to introduce the role to the school staff;

(iv) a description of the benefits which would accrue to a school which effectively introduced a resource teacher role;

(v) an indication of how the training institution and the schools were to be linked so as to provide insights within the school on the role which the resource teacher was to play.

These deficiencies of themselves would not have been crucial if the report had been followed up by more detailed planning. However, as we shall see, no further planning of any note took place. The J.A.C. Report was accepted by the employing authorities as the definitive description and handbook on the practice of secondary resource teaching in the state, a fact which the authors of the report had no means of knowing. Thus, the deficiencies of the report, excusable on the basis of unfamiliarity with the role and inexperience with the introduction of such large scale innovations, were built into the process of role development and became crucial factors in that development.

3. TRAINING PROGRAMS FOR SECONDARY RESOURCE TEACHERS IN QUEENSLAND

Three separate programs were offered between 1974 and 1979, to train Queensland secondary resource teachers. These have been located as follows:

A) Queensland Department of Education, Brisbane
B) Kelvin Grove College of Advanced Education, Brisbane
C) James Cook University, Townsville

Thus, although the J.A.C. Report referred to the Kelvin Grove College as "the" training institution, two other sources have also provided training for these teachers. The Department of Education conducted a single course in third term, September to November, 1974 whilst waiting for the Kelvin Grove Diploma course to be initiated. James Cook University of North Queensland, Townsville in 1975 began to train resource teachers who resided in the northern part of the state and who found this a more convenient location to pursue their studies. These three courses are now discussed in more detail.

A. Department of Education Training Program

(i) Establishment of the course

The Department of Education initiated its own training program in July 1974. Other training precedents existed within the Department for such roles as guidance officers and teacher librarians. The reasons given by the Department staff involved for initiating a training course were that the Kelvin Grove course had not been approved, it was not certain to start in the near future, and resource teachers were urgently required in the schools.

However, having worked with Kelvin Grove College on the J.A.C. to devise the role and training program, the Department mounted its own program without the help of staff of that College. A difference of opinion exists as to why this was so.

The Department person responsible for the training program, later to become the advisory teacher for resource teachers, is quite clear that Kelvin Grove was the first institution to be invited to participate. An informal approach was made to the Kelvin Grove co-ordinator who advised her that staff were too busy from pressure of work to be able to participate in a departmental training program. No formal approach for staff involvement was therefore made to the college.

The Kelvin Grove view, is that no invitation of any kind was ever received by the College. The first the College knew of the Department's course was when it was already planned and underway.

Whatever the causes for the separate development, it appears extremely unfortunate since it undoubtedly led to a rift between the two institutions. This is described by the Kelvin Grove co-ordinator as creating a "we and them situation", causing the Departmental trainees to be denied access to an accredited award which they had been led to expect. (Appendix 5)

(ii) Selection of candidates

Twenty-eight secondary teachers participated in the twelve weeks course conducted during the third term of 1974, September to November. The teachers specifically invited to participate in the course were people who were already engaged in providing help to less able students. A highly qualified person[1] was not particularly sought. Instead, successful teachers who had previously demonstrated interest in remedial type work were recruited (Appendix 2, Director of Secondary Education). Additional remedial programs had been operating unofficially in secondary schools for some years and a core of interested people had been identified by late 1974. It was this group which was recruited to the special Departmental course for resource teachers.

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[1] Qualified teacher status was accepted as sufficient qualification in itself. Possession of a higher qualification such as a degree was not required.

(iii) Qualifications of entrants

Of the fourteen Department-trained resource teachers who responded to a questionnaire in 1976 as part of this study, five held degrees, six had the equivalent of three years of training and three had less than three years of training. No information is available regarding the qualifications of the remaining 50 per cent of the group who did not respond.

(iv) Course content

No written records of this course have been located by this researcher. Participants and organisers contacted had not retained any course outlines and the structure of the course can therefore only be hypothesised.

Fourteen of the twenty-eight persons who particpated in the 1974 training course, responded to the questionnaire mailed in 1976 to all known resource teachers as part of this study. Of these fourteen, one had carried on to complete the post graduate diploma at Kelvin Grove College and two others indicated that they too would have liked to have completed this course had they been allowed full-time release from their teaching duties.

When asked,

> In what ways was your own training program relevant (or irrelevant) to the role you now have?

the group replied as follows:

Relevant Aspects	Number of teachers (N=14)
Remedial reading	6
Most was OK but was too brief	3
Testing	3
Psycholinguistics	2
Theory of resource teaching	1
Learning disabilities	1

Irrelevant Aspects

Too much diagnosis, not enough practical prescription	1
Stressed remedial not resource work	1
Drama	1
Psycholinguistics	1
Media Services	2

One response said:

> I felt the course did not make me a resource teacher capable and confident of working in all areas.

(v) Further training required

The group also indicated that they thought follow-up training should be available on an on-going basis. When asked,

> What additional training courses could be offered now that would help you as a resource teacher?

the following areas were most frequently suggested:

Resource work in classrooms	4
Teaching mathematics	4
Teaching reading	3
Teaching science	1
Teaching gifted and upper school	3
Individualising instruction	3
Diagnosis	2
Theory in psycholinguistics, learning disabilities, human relationships	5

The group mostly favoured short, locally presented courses extending up to one week at a time.

(vi) Future training for resource teachers

When asked:

> What should be the major emphases in training future resource teachers?

the group overwhelmingly recommended practical "How to" type programs as follows:

How to team teach and resource in classrooms	6
How to plan remedial programs	5
How to diagnose and remediate mathematics problems	5
How to teach reading	2
How to teach science	2
How to work with gifted students	2
How to work with learning disabled students	1
Interpersonal relations	3

One teacher commented:

> Clarify the role of the resource teacher. Very few, if any, have a crystal clear appreciation of their role.

The diversity of responses is felt to be indicative of the diversity of the resource teacher roles being undertaken by the group after two years in the role. Whilst the responses cannot be taken as a measure of the content of the initial training course, they can certainly be taken as a firm indication of the desire of these teachers for continuing in-service training.

B. Kelvin Grove College Resource Teacher Program

(i) Enrolments 1975-1979

Table 1

NUMBER OF TEACHERS ENROLLED BY YEAR OF COURSE AND SEMESTER

1975-79

Year	Semester 1	Semester 2	Total
1975	14	12	26
1976	16	13	29
1977	5	-	5
1978	13	-	13
1979	15	-	15
	63	25	88

(Source: Five Year Review Submission of Graduate Diploma in Resource Teaching (Secondary), 1979:17)

Eighty-eight teachers were enrolled in the course between 1975 and 1979. After enrolments near the course maximum of 15 in 1976 and 1976, numbers declined so severely in 1977 that the second semester intake was eliminated.

(ii) Selection of candidates

The Kelvin Grove resource teacher course was advertised to teachers through the Education Office Gazette (E.O.G.). Additional publicity was achieved through newspaper articles (Courier Mail, February 1975), professional journals and conferences (Darveniza, 1975, Williams,1975).

The first advertisement for the course which appeared in the E.O.G. stated:

> This course aims to prepare selected successful secondary school teachers to undertake the special education role of Resource Teacher in secondary schools.
>
> The principals of all secondary schools and secondary departments in Queensland, should have available a copy of the Report of the Joint Advisory Committee on Resource Teachers in Secondary Schools which gives details of the course.
>
> (E.O.G., August, 1974:274)

Teachers who responded to this advertisement were recommended by their principals and this was accepted as evidence of their professional capability. The only other criterion applied in 1974 and 1975 was that of educational qualification. For the 1975 intakes the college introduced a system of interviews which, when possible, included the Department of Education's Advisory Teacher for Resource Teachers on the interview panel. These interviews were introduced because it was felt that the recommendation system by principals was inadequate. Informal conversations with administrators as part of this study revealed that some teachers were recommended to this resource teacher course as a way of removing an unsatisfactory teacher from the school. Permission was not given to quote the name of the individuals, principals or deputy principals who made this admission.

(iii) Qualifications of entrants

Fifty-one teachers held a degree on entry to the course. Nine held a Diploma of Teaching, fourteen had the equivalent of three year trained status and fourteen had fewer than three years of training.

(iv) Teaching backgrounds and motivation to resource teaching

The Kelvin Grove graduates who responded to a 5 yearly review of the course in 1979 appeared motivated to resource teaching by altruistic rather than material reasons. Most undertook the work because of a concern for students with learning problems; only a small number being motivated by promotional prospects. On the other hand, a large majority were interested in bringing about change in secondary schools. The resource teachers sampled had taught wide range of secondary subjects as shown in Table 2 below.

Table 2

MAJOR TEACHING SUBJECTS OF COURSE ENTRANTS

Subject	Frequency
Primary	9
Secondary	
English	27
Languages	15
History	14
Mathematics	13
Geography	7
Citizenship Education	7
Science	6
Economics	4
Social Science	3
Physical Education	3
Business Principles	2
Typing	1
Shorthand	1
Home Economics	1

(v) Source of enrolments

Table 3

SOURCE OF SPONSORSHIP OF ENROLLEES

Sponsor	1975	1976	1977	1978	1979	Total
Dept. of Education:						
Secondary	21	24	4	11	9	69
T.A.F.E.	1	1	-	-	-	2
Catholic Education	2	2	-	1	1	6
Independent Schools	-	1	1	1	2	5
Private Students	2	1	-	-	3	6
TOTAL	26	29	5	13	15	88

(5 Yearly Grad. Dip. in Resource Teaching Review, 1979:18)

The College notes in its Five Yearly Review of the course that the numbers enrolled do not reflect the higher numbers of applicants.

> Employer inability to release a larger number of suitable applicants remains a continuing concern for course organisers.
>
> (5 Yearly Review, K.G.C.A.E., 1979:18)

(vi) Course graduates

The Kelvin Grove course was organised so that the first semester of study was undertaken as a full-time student at the college. Upon successful completion of this semester, teachers were appointed to schools as Resource Teachers. The remaining half year's study had to be completed by external study. The minimum period for this study was two semesters. However, since the teacher was busy fitting herself into a new role, often in a different school, the pressure to neglect these external studies was very high. This is reflected in the low number of teachers who completed the full course and attained the Post Graduate Diploma award. Of the eighty-eight teachers who entered the course only eighteen had graduated by the end of 1979. Twelve were not eligible as they had only undertaken their first semester work in that year and a further seven had failed the first semester. Thus fifty-one eligible teachers had not completed the full course by the end of 1979.

Table 4

NUMBER OF GRADUATES AND FAILURES BY YEAR

	1975	1976	1977	1978	1979	Total
Intake	26	29	5	13	15	88
Number failed Semester 1	1	3	-	-	3	7
Number graduated	13	5	-	-	-	18
Number NOT graduated	12	21	5	13	12	63

(5 Yearly Review, Kelvin Grove C.A.E., 1979:20)

Of the students who had not completed the full requirements for the diploma, forty-two, out of the sixty-three who had not graduated, failed to complete a single subject by external study after they satisfied the full-time study component. Of these, six (6) had completed their full-time semester in 1975, seventeen (17) in 1976, three (3) in 1977 and four (4) in 1978. Of these forty-two teachers, thirteen (13) had never enrolled in any external study and twenty-eight had enrolled at various times, but had subsequently withdrawn or otherwise failed to meet the subject requirements. Of the sixty-three who had not graduated by the end of 1979, forty lived in the Brisbane metropolitan area and twenty-three in the country.

(vii) Problems associated with course completion

The Five Yearly Review of the Kelvin Grove C.A.E. Post Graduate Diploma Course in Secondary Resource Teaching (1979) makes the following observations as to why students found it difficult to complete the external component of the course.

> 4.46 Problems associated with course completion
>
> Both formal and informal observations reveal the following problems associated with low numbers maintaining enrolment in, and successfully completing, the part-time studies.
>
> a. Course related problems include:
>
> - perceived irrelevance of some subjects to resource teaching role,
> - difficulties in maintaining motivation and momentum in the isolation of external study,
> - problems with vacation school attendance.
>
> b. Resource teacher role-related problems include:
>
> - heavy work load on return to school at the end of Semester A,
> - weakening of role definition by added burdens of teaching regular classes and the lack of protection by not assigning supernumerary status to resource teachers,
> - lack of appropriate incentives because there is no career structure,
> - lack of salary incentives for completion of the Graduate Diploma (unless teachers possess only a Diploma in Teaching - 3 year salary status - which accrues to a 4 year status on completion of the Graduate Diploma),
> - the preferred pursuit of a first or second degree to improve salary and promotional prospects (a second degree attracts salary increases; a Graduate Diploma with only one degree provides no salary advantages).

(From: Kelvin Grove C.A.E.,
5 Yearly Review,
Graduate Diploma in Resource
Teaching (Secondary), 1979:24)

(viii) Course structure and content

Table 5

SUBJECTS COMPRISING THE POST GRADUATE DIPLOMA COURSE FOR SECONDARY RESOURCE TEACHERS AT KELVIN GROVE COLLEGE, 1975-9

Codes	Subjects	Hours/Semester
Full-time subjects		
EAB	1. The Exceptional Adolescent	44
TSB	2. Diagnostic and Teaching Strategies for Individualizing Instruction	128
COL	3. Communication for Exceptional Adolescents	96*
IRB	4. Interpersonal Relations and Professional Communication	48
RTB	5. Introduction to Research	8
	TOTAL	324
External Subjects		
CIB	1. Contemporary Issues in Adolescent Education	64
MDB	2. Modern Developments in Special Education	64
CTB	3. Current Issues in Resource Teaching	32
	TOTAL	160
EPB	1. Emerging Problems in Communication	80
RTB	2. Research Techniques	80
	TOTAL	160

Change to Course Structure 1977

* Following the analysis of responses to the 1976 questionnaire used as part of this study, the subject "Communication for Exceptional Adolescents" was reduced in time from 96 to 48 hours. The time saved was allocated to a new subject "Practicum Diagnosis and Remediation in Secondary Mathematics", also 48 hours.

(ix) Relevance of full-time semester subjects (1976 Questionnaire only)

When asked on the 1976 questionnaire to rate their full-time semester subjects as 'relevant' or 'irrelevant' to the resource role they had established in their schools, the group of 20 Kelvin Grove trained teachers who replied answered as follows:

Table 6

RELEVANCE OF FULL-TIME SUBJECTS TO RESOURCE ROLE BY NUMBER OF RESOURCE TEACHERS

Code	Relevant	Irrelevant
EAB	8	3
TSB	16	3
COL	2	6
IRB	5	4
RTB	1	4

Examples of specific comments made about full-time subjects include:

EAB The course on the Exceptional Adolescent has proved to be an adequate basis for a general view of special education.

Extremes of exceptionality in terms of physically handicapped over-emphasised in time allocation.

COL Communication course has had little or no relevance to me so far. It would have been better used as a time for concentration on the teaching of mathematics in remedial situations.

TSB The Diagnostic and Teaching Strategies course has been of most benefit as it is in the remedial fields of reading and mathematics that I concentrate.

Remedial reading bordered on irrelevant since it was too shallow a course.

IRB Interpersonal Relations is of great importance as it supports a major aspect of our 'raison d'etre', i.e. working with class teachers.

Interpersonal Relations bordered on the irrelevant in building self concept.

RTB Helped in critical evaluation of literature. Research course has so far been irrelevant to my role. However, I do see that this will change as I become more experienced and confident.

(x) Relevance of subjects in Graduate Diploma Course in Resource Teaching Secondary

A review of the course which was conducted in 1979 after five years of course operation, requested teachers to complete a questionnaire indicating their opinions of certain aspects of the course. Forty-five resource teachers out of sixty-six who had completed the full-time semester (almost 75 per cent) responded.

One question elicited the teachers' opinions of the value of each subject to their resource teaching role on a four point scale from very valuable (4) to no value (1). The response frequencies are reproduced below.

Table 7

FAMILIARITY WITH, AND VALUE OF, SUBJECTS TO RESOURCE TEACHING ROLE

Subject	Subject Familiarity			Value			
	C	A	NE	4	3	2	1
(a) The Exceptional Learner	43			24	16	2	-
(b) Teaching Strategies	43			31	9	2	-
(c) Communication	43			19	11	6	3
(d) *Diag. & Rem. Maths	16			7	8	1	-
(e) Interpersonal Relations	43			22	12	4	4
(f) Introduction to Research	43			3	6	19	11
(g) Current Trends in R.T.	20	8	18	17	19	2	1
(h) Current Issues in Adol. Ed.	22	3	17	12	19	1	1
(i) Modern Devel. in Spec. Ed.	18	2	16	17	15	1	-
(j) Research Techniques	13	6	17	5	7	15	6
(k) Emerging Problems in Comm.	16	6	17	16	14	6	-

* This subject was introduced in 1977, hence the lower numbers of responses.

(From: Kelvin Grove C.A.E., 5 Yearly Review, Graduate Diploma in Resource Teaching (Secondary), 1979:158)

C - Subject completed
A - Subject attempted but not completed
NE - Not enrolled in the subject

The review then proceeded to rank these subjects in order of perceived value by aggregating the positive responses (columns 4 and 3) and the negative responses (columns 2 and 1) and subtracting the latter from the former. The ranking was however treated cautiously as the number of respondents for each subject varied. Whilst this caution may well be correct, it is however not the only reason for treating these results with care and even some degree of scepticism. Table 7 above shows that all respondents had completed the full-time subjects (a to f) and could therefore be said to be familiar with the content of the subject. Their opinion as to the value of the subject to their role may therefore be accepted as valid.

However, when we examine the data on the external component of the course (subjects g to k) we find that large numbers of respondents had either not attempted or had not completed the subjects. Notwithstanding this fact, their opinions were nevertheless included with those of the teachers who had completed these subjects. This section of the data must therefore be treated with more than caution. Indeed, one would suggest that in its presented form, the data relating to subjects g to k are invalid and should not be considered. This is unfortunate since the number of respondents who had completed these subjects was sufficiently high to allow them to stand alone without contamination by the data supplied by those teachers who had not completed study of these subjects.

The ranked values supplied are as follows:

Table 8

RANKED VALUES OF SUBJECTS IN KELVIN GROVE COURSE TO RESOURCE TEACHER ROLE

Semester A	Ranked Values
The Exceptional Learner	38
Teaching Strategies	38
Diag. and Rem. Maths	34
Interpersonal Relations	26
Communication Relationships	21
Introduction to Research	-21
Semester B	
Current Trends in Resource Teaching	33
Modern Developments in Special Ed.	31
Current Issues in Adol. Ed.	29
Emerging Problems in Communication	24
Research Techniques	-9

(From: Kelvin Grove C.A.E. Graduate Diploma in Resource Teaching (Secondary), 1979:159)

(xi) Duties of resource teachers related to training needs

The teacher who received the 1979 questionnaire were asked to indicate whether they had performed specific activities and also how importantly they considered these should be treated in the 'Graduate Diploma Course'. Thus, information was gained on the overall extent of resource teacher participation in various activities and of the degree of importance which resource teachers perceived these activities to imply in relation to their initial training.

The 5 Yearly Report ranked the activities in order of the number of resource teachers who had participated in the various activities. However, this is seen here as a misleading form of ranking since no measure was obtained of the degree of involvement. Thus one teacher may have pursued a particular activity on every school day since qualifying whilst another, equally rated in this form of data collection, may have only engaged in the activity on a single occasion. Therefore for the purpose of ranking the listed activities in terms of importance within the role, it is felt more valuable in this study, to rank the activities in terms of the other measure which was obtained. That is, responses to the question how importantly these activities should be treated in the Graduate Diploma Course. This allows the teacher to show his opinion of the importance of the role by signifying how important training for that particular activity is. Seen in this way, ranking an activity highly in terms of training required, would appear to suggest that the activity is seen as more important within the resource role, than one which is ranked low by comparison. Although this method also has weaknesses since need for training is related to the person's background and desire to enact a particular activity, it is seen as more reliable as an indicator of the importance of certain activities within the resource role as perceived by the responding resource teachers, than the method adopted in the 5 Yearly Review.

Table 9

RANK ORDER OF SPECIFIED RESOURCE TEACHER DUTIES IN TERMS OF THE NEED FOR TRAINING IN THESE DUTIES

Rank order of activity in relation to the need for training	Specified Duties	Have Performed (N=45)	Ranked Values *	Recomm-ended Semester	
				1	2
1	Withdrawing students for academic assistance in English - individual students small groups of students	41	43	32	3
2	Withdrawing students for academic assistance in maths - individual students small groups of students	35	43	32	1
3	Advising a class teacher on appropriate teaching/assessment strategies for children with academic problems	36	40	25	2
4	Consulting with guidance officers, visiting teachers of handicapped children	41	40	19	2
5	Identifying exceptional learners in the school population	39	38	25	4
6	Assisting teachers in planning appropriate teaching strategies for students with special needs	38	37	18	4
7	Assisting teachers in the development of appropriate curricula for students with special needs	30	35	18	8
8	Assisting school administration in developing a philosophy and policy for students with special needs	24	34	13	8

Rank order of activity in relation to the need for training	Specified Duties	Have Performed (N=45)	Ranked Values *	Recomm-ended Semester 1	2
9	Team teaching in occasional classes to assist teacher/students with academic work	39	31	23	10
9	Assisting teachers to develop programs for gifted students	11	31	11	16
11	Fostering innovative teaching strategies	20	30	11	14
11	Assisting in curriculum development for specific subject areas taking children's special learning needs into account	18	30	15	8
13	Devising behaviour management programs in consultation with a class teacher	30	28	18	11
14	Assisting teachers to develop alternative forms of educational experiences	21	25	10	13
14	Team development work with teachers in open area centres	17	25	14	11
16	Observing in classes to advise teachers on behaviour management	26	22	20	10
16	Assisting teachers to teach in a multicultural classroom	6	22	10	15
18	Working with English as a Second Language students	16	21	16	13
19	Developing/assisting in work experience programs	8	10	5	18
20	Personal development work for students in one grade level (e.g. year 8)	15	9	8	12
21	Undertaking action research in the school related to e.g. alternative teaching strategies etc.	6	7	4	16

* Ranked values obtained by aggregating assigned positive values (4+3) of importance of training and assigned negative values (2+1) of importance of training and subtracting the latter from the former.

(From: Kelvin Grove C.A.E., 5 Yearly Review of Graduate Diploma in Resource Teaching (Secondary), 1979: 155,156)

Fourteen responses were recorded in the *other* category as follows:

Liaison with primary "feeder" schools

- Co-ordinating with primary principals and grade 7 teachers on transition from primary to secondary school.
- Visiting primary schools looking for students for an integrated studies class.
- Identifying exceptional children before they reach high school.
- Arranging meetings between high school staff and teachers from feeder primary schools re continuous education.
- Assisting administration with planning and carrying out orientation program for grade 7 students in December.

Staff development programs

- Chairing "Language Across the Curriculum" group established in the school.
- Planning program methodology ... upward spiral.
- Conducting staff development programs.
- Designing inservice programs to meet needs of school community.

Sundry

- Liaising for casual informal integration of subject areas.
- Publicizing concept of individualizing instruction.
- Arranging study seminars for 10, 11, 12.
- Addressing parents' meeting.
- Developing strategies for interesting class teachers in getting R.T. into classroom.

(Kelvin Grove C.A.E., 5 Year Review, 1979:157)

(xii) Need for changes to the Kelvin Grove Post Graduate Diploma Course

The questionnaire sent to resource teachers for the five yearly review requested teachers to list subjects, or areas within subjects, which should be deleted from the course and subjects or skill areas which should be added. Reasons for deletion or addition were also solicited. Unfortunately the Review did not provide the numerical data gathered in response to these questions. Instead the responses were summarised in a discussion format (pages 159-161), which did not specify the level of satisfaction or dissatisfaction recorded by the respondents. Following the review, substantial changes were recommended in both the structure and content of the course to become operative in January 1980 as follows.

Table 10

REVISED STRUCTURE OF KELVIN GROVE C.A.E. TRAINING COURSE FOR SECONDARY RESOURCE TEACHERS EFFECTIVE 1/1/1980

Code	Title	Credit Points
	Semester A Core Subjects	
402 PSB*	Providing for Students with Special Educational Needs	10
402 RCL	Reading in Content Area Classrooms	5
402 DTB	Diagnostic-Prescriptive Teaching of Reading	5
402 LEL	Language in Education	5
402 DRM	Diagnosis and Remediation in Secondary Mathematics	5
402 IRB	Interpersonal Relationships and Small Group Dynamics	10
402 RTB	Resource Teaching Workshop I	5
402 PRB	Practicum	10
	Semester B Core Subjects	
402 PAB	Program Alternatives for Students with Special Educational Needs	10
402 CSL	Class and School Reading Programs	5
402 RDB	Reading Disability and Materials Development	5
402 LTL	Language and Thinking in Adolescence	5
402 SFE	Social Factors Affecting the Secondary School	10
404 RTB	Resource Teaching Workshop II	5

* Note: The third letter of the subject code indicates the Department providing the subject viz.

B = Psychology
L = Languages and Literature
E = Education
M = Mathematics

The Kelvin Grove course has always been described by the College as:

> preparing teachers to undertake the special education role of resource teacher in secondary schools.
> (E.O.G., August, 1974:274)

Descriptions of this type have followed on from the J.A.C. report in 1974 which described resource teachers as "generalists in special education".

This orientation towards special education can be seen in both the original course and in the revised model above, both models including several subjects devoted to exceptional adolescents. However, where the original course in its first semester examined the whole range of exceptionality likely to be encountered by the secondary resource teacher, the latter course limits the first semester study to the "higher incidence problems attracting major interest from class teachers". These are indicated as intellectually handicapped, behaviourally disordered and culturally different. Lower incidence handicaps, such as hearing and visually impaired, are considered in Semester 2. A more pragmatic, classroom centred approach is also indicated in the revised course.

Other areas which are continued are Reading, Language, Interpersonal Relations and Mathematics. The time allocated to the study of Language has been substantially reduced since the course was originally devised. In 1974, 96 hours or 6 hours each week for 16 weeks were scheduled for Language studies in Semester 1 with a further 80 hours in Semester 2. By 1980 this had shrunk to 21 hours in each semester, being studied for 3 hours each week for seven weeks.

The original course model allocated 128 hours or 8 hours each week for 16 weeks to a subject titled "Diagnostic and Teaching Strategies for Individualising Instruction". The subject description did not specify any subject area but indicated an introductory course in formal and informal testing and the subsequent development of prescriptions for:

> suitable developmental and remedial programs.
> (J.A.C., 1974:33)

In practice this subject focussed entirely on testing and prescription related to reading. The subject evolved with two main focii, firstly reading in content areas in relation to a whole class of students, and secondly, individuals with reading problems. Also in teaching this course, only 6 hours were used each week for class time. The remaining 2 hours being allocated to a practicum experience in a three week 'practice teaching' period. These two focii were represented in the revised course, by the provision of two units specifically directed towards these areas. However, where the original course allowed approximately 64 hours in first semester for each of these areas, the revised course provides only 21 class hours for each subject in first semester with a related subject also of 21 hours in second semester. Thus the original 128 hours has been reduced to 84 hours spread over two semesters. However, a seven week practice teaching period was integrated to the model which would make additional practicum time available to all subjects.

As earlier discussion has shown, the history of the graduate diploma over its first five years of operation has shown that only 26 per cent of those eligible had carried on from semester 1 to complete semester 2. Indeed 42 teachers had never completed even one external subject and of these 13 had not even enrolled in an external subject in semester 2.

Given this history, it appears that the time in reading studies available to the majority of the teachers has in effect been cut from 128 hours to 42 hours and in the closely related language studies from 96 to 21 hours. Recruitment to and continuation of semester 2 studies therefore assumes far more significance in the revised model than in the original.

These reductions and postponement of some studies do not seem to accord closely with the priority rankings given by teachers surveyed (p. 149). Teachers overwhelmingly recommended major study in both English and Mathematics in semester 1, placing these two areas as of most significance in their role (English here subsumes Reading). The teachers' perceptions regarding identification and programming for exceptional children, ranked as 3 to 8 in importance, are recognised in the revised course format, by the continuation of the full hours allocated to the special education subjects and by the increased emphasis on a practical classroom orientation.

No explanation for these discrepancies is provided, indeed the 5 Yearly Report noted that the data collected implied that:

> 5. The strong request for additional input in the basics of reading and a stronger practical emphasis on diagnostic techniques justifies the request for maximum time in these courses.
>
> (5 Yearly Review, 1979:161)

It appears that both the data provided and this conclusion seem to have been ignored in the final determination of the revised course structure.

(xiii) Discussion of the post graduate diploma course at Kelvin Grove C.A.E.

The course was originally scheduled to accept twenty trainees in each of two full time semesters each year. This number was reduced to fifteen when the first year's intakes failed to reach 20 in either semester. Falling enrolments in 1977 caused the second semester intake to be cancelled and the course adjusted to a one semester intake each year thereafter.

Had the course reached its anticipated enrolment of 20 in each of the ten semesters, a total of 200 teachers would have been trained in the period 1974-79. As only 88 were accepted into the course, the original estimates can now be seen to have been quite inaccurate. The number accepted was not the actual figure which applied for admission however. An undefined larger number expressed interest but were not granted permission to attend. Employers who refused or were unable to release interested teachers were the Technical and Further Education Branch and the Secondary Education Branch of the Queensland Department of Education.

The structure of the Graduate Diploma course, one semester full time and at least two semesters by external study, proved not conducive to having students graduate from the course. Many teachers would have liked to complete the Diploma had the second semester also been organised on a full time study basis. However, the conflict of undertaking a new role and undertaking additional studies in addition to other personal commitments, meant that the majority of teachers simply could not finish the requirements of the course.

In general the teachers who passed through the full time semester expressed satisfaction with the program they were given. Adjustments were made during the period so that areas, such as mathematics, were fitted to the expressed needs of the client group.

The group of people who were attracted to resource teaching through this course were largely motivated by concerns for students and did not see the new role as providing a stepping stone to promotion. The majority came from the Queensland Department of Education, held a first degree and had a humanities teaching background. However, there was wide range in all of these categories and so the group also included a minority of people with other backgrounds, for example, two year trained teachers, science, commercial and physical education teachers, representatives of a number of private schools and two teachers from Technical and Further Education colleges.

C. James Cook University of North Queensland

(i) Establishment and orientation of the course

The James Cook University in Townsville offers training for intending secondary resource teachers who live in the northern part of Queensland. Teachers who enrol at this university may enter a Master of Education or a Diploma of Special Education program depending on their entry qualifications and personal ambitions.

James Cook has advertised these courses through the Education Office Gazette (E.O.G.) since March 1974 and has described them as focussing:

> ... on the training of generalists in Special Education. Following completion, teachers will be posted to opportunity schools, remedial or resource centres according to their interests and abilities.
>
> (E.O.G., March 1974: 56-57)

Although the program aims at developing a 'generalist in special education' a term used in the JAC Report and by Kelvin Grove C.A.E.

to describe resource teachers in secondary schools, it should be noted that this James Cook advertisement clearly states that its graduates will be posted to facilities which are operated by the Special Education and not by the Secondary Education Branch of the Department of Education. The title resource teacher is not in fact used in the advertisement at all. The question therefore remains, "What is a 'generalist' in special education?"

By August 1977, the advertisements which appeared in the E.O.G. were specifically linking both James Cook and Kelvin Grove as training institutions for Secondary Resource Teachers. In contrast to the Kelvin Grove course, the second semester of which could be completed only by external study, the James Cook program could only be completed, the advertisement noted, by persons who could attend full time at a later date.

Table 11

ENROLMENTS AND COURSE PROGRESS 1975-79: SECONDARY RESOURCE TEACHERS,

JAMES COOK UNIVERSITY

Master in Education (Special Education)

Number of entrants 1975 - 1979	Sponsored by Dept.	Private Student	Completed Sem. I Coursework	Completed Sem. II Coursework	Completed Research Project and Graduated
6	2 + 1 sponsored by Cath. Ed.	3	5	4	1

Diploma in Special Education

					Graduated
7	6	1	7	2	2

1 Diploma Graduate, sponsored by Dept. for primary resource teaching, has since resigned from the State service and is working in a private school as a Secondary Resource Teacher, with a small subject (Science) teaching load.

(iii) Problems of course completion

As in the Kelvin Grove course, the James Cook program also has difficulty getting people to complete the full year of training. Of 13 entrants, Master's and Diploma courses combined, 12 completed the full time Semester 1 program but only 3 continued through the full course and graduated.

In the case of the Master's students the resource project (thesis) proved the stumbling block with only 1 of 4 potential graduates completing. At the Diploma level, teachers were unable to obtain full time release for the second semester and therefore could not attend in order to complete the course.

The implication of this is perhaps more serious than in the Kelvin Grove course since teachers enrolled in that program knowing that they would be personally responsible for completing the second semester as external students. In the case of James Cook students, the Department of Education's position is unclear. The E.O.G. advertisement (August 1978:216-218), notes that the course can only be completed by a second seemster of full-time study yet states that teachers will only be released for one semester. The Department of Education therefore adopts the position that it is prepared to employ as resource teachers, persons who are only half trained. This is in contrast to the J.A.C. Report for which Department of Education officials were partly responsible. This report called for one year of training and was wholly accepted by the Department to the extent that the 1978 advertisement referred to above, carried a paragraph which stated:

> Details of these courses are included in the Report of the Joint Advisory Committee on Resource Teachers in Secondary Schools. Copies of this Report are available in all secondary schools and secondary departments.
>
> (E.O.G., August 1978:216)

Thus the Department was, in adjoining paragraphs in the same advertisement, saying that it accepted the J.A.C. Report but was not prepared to meet its obligation to help people become fully trained.

A personal communication from James Cook commented:

> Since semester 1 courses are essentially basic skills courses (Semester 2 courses are more oriented to independent study) these "incomplete" students are managing to function as resource teachers.
>
> (Personal Communication, 1980)

(iv) Course content

First Semester Courses

Pre-entry Reading Course	3 wks
Exceptional child-survey course	2 hrs/wk
Learning Disabilities	2 hrs/wk
Theory and Practice of Diagnostic Testing, Measurement	2 hrs/wk
Remedial Programs and Remedial Teaching	2 hrs/wk
Research in Special Education (Master's students)	1 hr/wk
The Special Education Teacher as an Interface	1 hr/wk
Practicum	100 hrs

Second Semester Courses

Theory and Practice of Diagnostic Testing	1 hr/wk
Remedial Programs and Teaching	2 hrs/wk
Research in Special Education (Master's students)	2 hrs/wk
Case Study and Conference	1 hr/wk
Interviewing Techniques and Interpretation of Tests	1 hr/wk
Elective Course (Master's students only)	2 hrs/wk
Practicum	100 hrs

(Information Relating to Master and Diploma Courses in Special Education for 1980, James Cook University)

(v) Discussion

The course titles indicate a heavy orientation towards special education, to be expected as they are higher awards in that particular field. In addition remedial techniques are stressed as are diagnostic testing and interpretation. No emphasis whatever is placed upon regular education programs. The implication of the titles and readings listed for the various courses, is that a Resource Room rather than an In-Class Resource model is emphasised by this program. This observation is reinforced by a comment from a graduate of this course who responded to the 1978 questionnaire:

> I was trained to be a remedial teacher not a resource teacher although that is what the school expects me to be.

4. INTERVIEWS WITH KEY PERSONNEL ASSOCIATED WITH THE INTRODUCTION OF THE RESOURCE TEACHER ROLE

The following personnel were interviewed:

Director of Secondary Education (D.S.E., Appendix 2)

Co-ordinator of Inservice Education-Secondary (C.I.E.S., Appendix 3)

Advisory Teacher for Secondary Resource Teachers (AT/SRT, Appendix 4)

Academic Co-ordinator, Post-Graduate Diploma Course for Secondary Resource Teachers, Kelvin Grove C.A.E. (AC/KG, Appendix 5)

Separate interviews were conducted with each of the above persons all of whom held positions which had considerable influence over the introduction and development of the secondary resource teacher role during the period 1974-1979, and transcripts of these interviews are provided as appendices 2, 3, 4 and 5.

The interviews sought to establish:

(a) the perceived need for the role;
(b) the role definition;
(c) the way in which the role was introduced to schools;
(d) criteria for recruitment;
(e) reasons for the Department of Education training program.

(a) Perceived Need for the Resource Teacher Role

There was general agreement on the need for someone in secondary schools who could help teachers cope with the wide range of student ability. Many of these students:

> had limited academic ability or had difficulty in coping with normal classroom procedures and programs.
>
> (D.S.E., Appendix 2:1)

(b) Role Definition

The interviewees did not however, agree on a description of the resource teacher role. The co-ordinator of secondary inservice programs stated that in his view the role perceptions held by College and Department of Education personnel were not congruent.

> The College staff appeared to have a somewhat wider perspective of the role than the Department staff who appeared to have a narrower remedial orientation based on their perception of the school situation. The discussion at times appeared to be at cross purposes. My impression was that a problem existed in respect of power and influence related to the control which was to be exercised over training and role implementation. It would appear with hindsight that the College staff and Department staff were never entirely in agreement so that their joint influence was lessened rather than enhanced.
>
> (C.I.E.S., Appendix 3)

When interviewed for this study in 1979 the expressed views of the other three interviewees, who were the Departmental and College people most closely involved, coincided in so far as they all stressed that the role should emphasise class-teacher support rather than resource room withdrawal for remedial programs.

There was less agreement in respect of such matters as in-service education and change agent influence. The Director of Secondary Education did not accept the possibility of an, "inservice educator role within the schools", except by way of informal acceptance of strategies and techniques proposed and/or modelled by the resource teacher. A change agent role was accepted somewhat grudgingly:

> Well, I suppose ... in helping in the modification of programs of work and so on.
> (D.S.E., Appendix 2)

The Director did see the resource teacher as a member of 'the administrative team' involved with subject masters and teacher librarians in discussions of overall policy. These views are in sharp contrast to those of the College course co-ordinator who strongly emphasised the benefits to be gained by recognising the resource teacher as both an inservice educator and a change agent within the school.

(c) Introduction of the Role to Schools

Some disagreement was also found regarding the way in which the resource role was introduced to schools. The advisory teacher recalled a seminar being held for principals who were to receive the first resource teachers into their schools. She had also visited these schools to interpret the role and indicated her availability should any problems arise.

In contrast both the Director and the Inservice Co-ordinator said that no induction program had been carried out or considered.

> We imagined, or I foresaw, that this sort of thing would come within the course itself.
>
> (D.S.E., Appendix 2)

When asked how schools and teachers were to learn how to use resource teachers, the In-service Co-ordinator replied:

> No program was ever proposed for this.
>
> (C.I.E.S., Appendix 3)

The people interviewed all agreed that the lack of a clear, definitive role statement had been a handicap to the development of the role. All agreed that, with hindsight, it could be seen that uncertainty about the role stemmed largely from this lack of an authoritative reference point. The advisory teacher felt that a statement issued by the Director in late 1975 and incorporated as a set of guidelines into the Administrative Handbook (Appendix 6) did much to rectify the omission. However, the inservice co-ordinator suggested that these were insufficiently specific, were subject to local interpretation and allowed roles to develop in radically different ways. If a core role had been envisaged this could have been described and still permitted sufficient flexibility to meet local needs.

(d) Criteria for Recruitment

Recruitment was a continuing problem for the resource program from 1976 onwards. Various reasons were offered for this. The College Co-ordinator felt that resource teaching did not enjoy a sufficiently high status within the teaching community. No financial or promotional rewards were provided, resource teachers were asked to teach classes on a regular basis and act as relief teachers in addition to their resource duties, the second semester of external study, in additing to undertaking a new role, meant an excessive workload. The only rewards available were personal, altruistic ones.

The Inservice Co-ordinator on the other hand, suggested that not enough attention had been paid to getting the right people. No criteria were provided to inspectors and principals to help them seek out people who would be suitable candidates.

All agreed that the most important criterion was that the person should be able to work with other adults. Teaching experience and ability were factors which would lead other teachers to see resource teachers as credible advisors. The second important criterion was that resource teachers empathised easily and quickly with children. Qualifications were seen to be of less significance.

Some conflict arose here since the college felt obliged to restrict admission to the course to teachers who were graduates or held the equivalent of three years training. A small number of two year trained people had been allowed to undertake the first semester but were not allowed into the second semester program unless they attained an average of 80 per cent in all subjects in semester 1.

(e) Reasons for the Department of Education Training Course

The advisory teacher and Director both agreed that the departmental training program in late 1974 had only been offered because resource teachers were urgently required and the Kelvin Grove program having not been finally approved was therefore not certain to commence.

The College Co-ordinator felt that the provision of this program substantially reduced the number of teachers available to the college course particularly as the Department was unwilling to release any of this original group to attend the college course when it was subsequently offered. As in the case of the James Cook University candidates already referred to, this appears another example of the Department of Education not accepting the recommendation of the J.A.C. that resource teacher training be for a period of one year. The college co-ordinator suggested that not only was the Department willing to employ undertrained people as resource teachers, it was also unsupportive of those people who did wish to upgrade their training to post-graduate diploma level.

5. INTRODUCTION OF THE RESOURCE PROGRAM TO STATE HIGH SCHOOLS

The conditions under which Queensland's Secondary resource teachers work have never been clearly defined. The first advertisement for the Kelvin Grove C.A.E. course, reproduced below, was typical of the superficial way in which the role was introduced to secondary teachers. Note the reference to the J.A.C. Report which, it is pointed out, provides 'details of the course'. Surprisingly no reference is made to the discussion of the role which the Report also provided.

> KELVIN GROVE COLLEGE OF TEACHER EDUCATION -
> GRADUATE DIPLOMA IN RESOURCE TEACHING (SECONDARY)
>
> This course aims to prepare selected successful secondary school teachers to undertake the special education role of Resource Teacher in Secondary Schools.
>
> The course may be completed by one semester of full-time study followed by two semesters of part-time (evening) study. (Depending on demand, the final two semesters may also be offered by external studies).
>
> The Principals of all Secondary Schools and Secondary Departments in Queensland should have available a copy of the Report of the Joint Advisory Committee on Resource Teachers in Secondary Schools which gives details of the course.

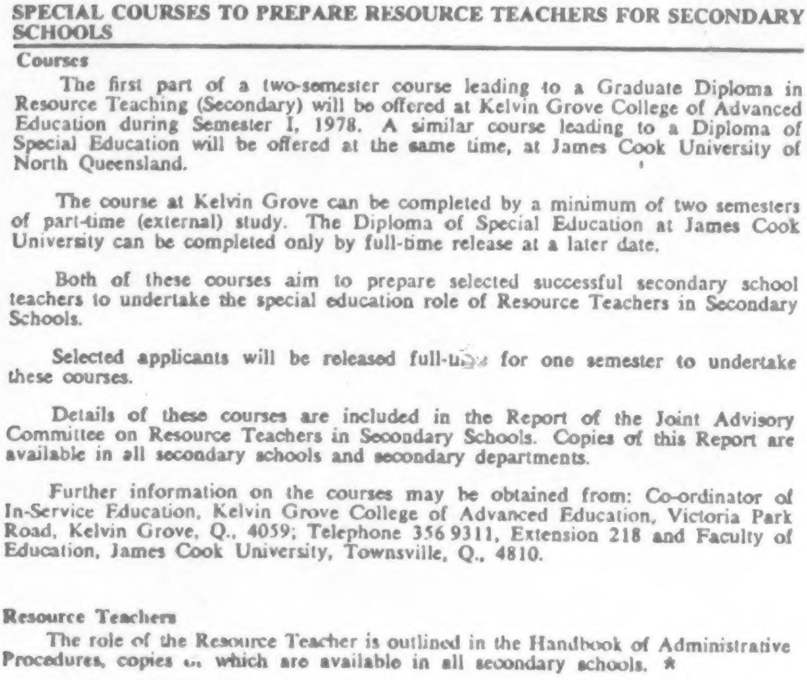
Further information, and enrolment forms, may be obtained from:-

The Co-ordinator of In-service Education,
Kelvin Grove College of Teacher Education,
Victoria Park Road,
Kelvin Grove, Brisbane, 4059
Telephone: 56 9311

Applications for the first course, to commence in Semester 1, 1975 will close on 16 December 1974.

(Education Office Gazette,
1st Advertisement, August, 1974:274)

The advertisement below appeared in the E.O.G. of August 1977 and should be compared with the original one reproduced above.



SPECIAL COURSES TO PREPARE RESOURCE TEACHERS FOR SECONDARY SCHOOLS

Courses

The first part of a two-semester course leading to a Graduate Diploma in Resource Teaching (Secondary) will be offered at Kelvin Grove College of Advanced Education during Semester I, 1978. A similar course leading to a Diploma of Special Education will be offered at the same time, at James Cook University of North Queensland.

The course at Kelvin Grove can be completed by a minimum of two semesters of part-time (external) study. The Diploma of Special Education at James Cook University can be completed only by full-time release at a later date.

Both of these courses aim to prepare selected successful secondary school teachers to undertake the special education role of Resource Teachers in Secondary Schools.

Selected applicants will be released full-time for one semester to undertake these courses.

Details of these courses are included in the Report of the Joint Advisory Committee on Resource Teachers in Secondary Schools. Copies of this Report are available in all secondary schools and secondary departments.

Further information on the courses may be obtained from: Co-ordinator of In-Service Education, Kelvin Grove College of Advanced Education, Victoria Park Road, Kelvin Grove, Q., 4059; Telephone 356 9311, Extension 218 and Faculty of Education, James Cook University, Townsville, Q., 4810.

Resource Teachers

The role of the Resource Teacher is outlined in the Handbook of Administrative Procedures, copies of which are available in all secondary schools. *

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* See Appendix 6

Vacancies for Resource Teachers exist at present in the following secondary schools:

Brisbane—
  Kelvin Grove
  Mount Gravatt
Aldridge
Atherton
Ayr
Biloela
Blackwater
Boonah
Bowen
Bundaberg North
Caloundra
Charleville
Chinchilla
Cleveland
Dalby
Emerald
Glenmore
Goondiwindi
Gordonvale
Hervey Bay
Home Hill
Ingham
Innisfail
Isis District
Kingaroy
Mareeba
Maroochydore
Mirani
Mount Isa
Mount Morgan
Murgon
Noosa District
Palm Beach-Currumbin
Pittsworth
Proserpine
Roma
Sarina
Southport
Stanthorpe
Tully
Yeppoon

Applications

Application forms have been printed at the back of this *Education Office Gazette* and principals are asked to bring this matter to the attention of teachers on their staff.

The following points are very important indeed. *Teachers seeking places on courses must make applications in the manner set out below.* Failure to do so will jeopardize a teacher's chance of selection:—

(1) Applicants must submit their *applications in duplicate* on the form provided;

(2) Applications (*both the original and the duplicate*) must be forwarded to the appropriate Regional Office to reach that Office by 5.00 p.m. on Friday, 16 September 1977;

(3) *At the same time,* teachers making applications to this Department through Regional Offices must contact Kelvin Grove College of Advanced Education or James Cook University *by letter;*

Such letters should contain the name, address, status, and academic background of the teachers concerned. Such letters will advise the College/University that the teachers concerned have made application to this Department for consideration for selection for training as a Resource Teacher during Semester I, 1978, and will seek from the College/University advice concerning their academic eligibility to proceed with second semester studies of the diploma course.

(4) Such letters should be addressed to *either* The Co-ordinator of In-Service Education, Kelvin Grove College of Advanced Education, Victoria Park Road, Kelvin Grove, Q., 4059 *or* The Dean, Faculty of Education, James Cook University, Townsville, Q., 4810.

In general, teachers are sought for the course who—

(1) have three years' successful classroom teaching experience;

(2) are able to work with other staff members as part of a team;

(3) have a commitment towards assisting exceptional children;

(4) have distinct organisational ability;

(5) have an interest in modern trends in education;

(6) are willing to serve in remote areas of the State if required.

Teachers are asked to express their preferences re apointment as Resource Teachers on completion of the semester in June, 1978. While preferences will be considered, the Department reserves the right to appoint teachers successfully completing the course according to overall staffing requirements at that time.

It should be noted that leave must be approved by this Department and that such leave is available for one semester only of the course.

Conditions while on Course

Conditions applying to acceptance for Semester I, 1978, are as follows:—

(1) Full salary during the course:

(2) Rail requisitions or the reasonable cost of petrol and oil used in private car while travelling to and from the course provided amount exceeds $1.00 but does not exceed the cost of rail fare;

(3) Transfer of selected applicants to Brisbane or Townsville for the duration of the course if requested. (In such a case daily allowance would not apply);

(4) Travelling allowance at the rate prescribed in Public Service Regulation 80 (i) (b) for the time spent travelling to and from the course when such travelling involves overnight travel;

(5) Daily allowance at the following rates provided the officer is living away from home while on course:—

  (a) Accommodation at a hotel, motel, or registered lodging house:—
    (i) For a period not exceeding 28 days—$16.92 for each day;
    (ii) After 28 days—$7.20 for each day;
  (b) Accommodation other than at a hotel, motel, or registered lodging house—$6.24 for each day.

(6) Selected applicants from outside the Greater Brisbane area or Townsville area who commute in order to attend the course will be paid additional cost incurred in travelling.

(7) **Selected applicants from the metropolitan area or city area will be paid the additional cost incurred in travelling.**

(Education Office Gazette,
August, 1977: 216-218

The above invitation to teachers to apply for the courses at James Cook and Kelvin Grove was the most comprehensive to be published during the period 1974-79. This was the first occasion on which a list of vacancies, a set of desirable characteristics or a list of conditions whilst on the course was published. Whilst this was undoubtedly a more informative notice than those which had appeared previously, it still omits any description of the role. Once again reference is made to the J.A.C. Report although only to suggest that details of the courses may be found in it. No indication is given that the Report discusses the role in some detail or that recommendations are made which substantially define the desired position which resource teachers were expected to occupy.

The list of vacancies is an interesting comment on the locations to which resource teachers had been posed during the first three years of the program. Of the 41 vacancies listed, only 2 were in Brisbane. The others except for Southport, Noosa District, Caloundra and Maroochydore, schools on either the Gold or Sunshine

Coasts within easy reach of Brisbane, were in country areas. This reflects the pattern of recruitment and appointment which obtained during the period. Recruits were difficult to obtain from country areas and in general those which were received from the country applied for a posting to the Brisbane area when they completed the full-time semester. The requests were generally approved so that Brisbane High Schools were the first to have resource teachers appointed. Most country area schools had still not received resource teachers by the end of 1979.

A further problem with appointments, so far as the Kelvin Grove course was concerned, was that trainees were not notified of their appointments until the end of the full-time semester. Thus no opportunity was provided for the college to liaise with the receiving school in order to prepare the staff to receive a resource teacher. Yet the Director of Secondary Education said when interviewed that he anticipated such liaison and preparation to occur during the full-time training period. (Appendix 2)

Many resource teachers were interviewed who described how they were not returned to their previous school but were posted to a different school at the completion of their training course, only to find that they were not expected and had to explain what a resource teacher was to their new principal. The J.A.C. Report was not always available in the school and only rarely was the principal aware of its contents. The new resource teacher was usually invited to address the assembled staff also, in order to explain to them what her role was to be. This was the practical consequence of the Department's failure to plan for the induction of newly appointed resource teachers. Development of a role description did not begin until the resource teacher arrived in the school.

The advisory teacher, also being unaware of where the trainees were to be posted, was unable to undertake any in-depth preparation within the receiving schools. Being alone in her position, she found it extremely difficult to plan any induction programs even after the teachers were appointed since from the middle of 1975 she had over 40 schools to visit. Even visiting each of these for a one day conference consumed whatever time was available and did not allow any substantial staff development programs to take place. It is noted in passing that from January 1980 the advisory teacher has returned to resource teaching duties in a Brisbane high school and has not been replaced. No specialised help at all is now provided to support the resource program.

Schools and teachers were therefore introduced to the resource role in a variety of ways, dependent on the unique circumstances which obtained in each school. Given the expectation that resource teachers were largely to work with class teachers this may be seen to place a heavy burden on the individuals who assumed this new role. Not only were they undertaking an entirely new role unprecedented in the Queensland system, they were also left to explain and initiate this role. Given these circumstances it might therefore reasonably be expected that many resource teachers would opt for or even be forced into a resource-room withdrawal type program. That is, the failure to introduce properly theprogram to schools, may well have provided the circumstances which defeated the stated aims of the program. The actual outcomes will be further discussed in following chapters.

Chapter 6

DEVELOPMENT OF THE RESOURCE TEACHER ROLE IN QUEENSLAND STATE HIGH SCHOOLS, 1976 to 1978

1. MAILED QUESTIONNAIRES

A. Distribution

During the years 1976, 1977, 1978, this study attempted to follow the development of the resource teacher role by means of annual questionnaires which requested from the resource teachers data describing their workload (Appendix 8). These questionnaires were mailed to all known resource teachers in state secondary schools in November each year, the names of schools having resource teachers having been obtained from the Department's Advisory Teacher for Resource Teachers. Follow-up letters were sent out two weeks after the initial mailings.

B. Aims

The mailed questionnaires sought to establish a description of resource teacher workloads in terms of:

1. Working with students on an individual basis;
2. Working with groups of students;
3. Working with class teachers in in-class situations;
4. Teaching as a regular class teacher.

C. Response

Table 12

RESOURCE TEACHERS' RESPONSES TO MAILED QUESTIONNAIRES
1976-1978

	Number of questionnaires mailed	Number of completed questionnaires returned	Percentage response
1976	43	35	81.4
1977	57	46	80.7
1978	70	48	68.8

The rate of response in 1976 and 1977 was excellent. Whilst that for 1978 was somewhat lower than that for the two previous years, it is still considered satisfactory for a mailed questionnaire.

The responses were analysed to provide information concerning the workloads of the resource teachers in terms of the major resource roles described in the literature, that is, to what extent teachers functioned in resource rooms, withdrawing students either individually or in small groups, and, to what extent they acted as supports to class teachers to help them improve their in-class provisions. This information is summarised in Table 13 and Figure 3 which follow.

D. Distribution of Time

Table 13

RESOURCE TEACHERS' DISTRIBUTION OF TIME, 1976-1978
% OF TIME ON SPECIFIED ACTIVITIES

	N	Withdrawing individuals	Withdrawing groups	Working with class teachers	Timetabled to teach classes	Hours per week
1976	35	21.6	49.0	14.9	14.4	19.1
1977	46	17.8	49.8	22.1	10.3	21.0
1978	48	14.3	42.3	25.9	17.5	19.1
1980[1]		10.0	35.0	35.0	20.0	20.2

Table 13 shows the percentage of mean scheduled time[2] which resource teachers devoted to the four areas considered during the three year period. Certain trends are suggested as shown in Figure 3 which follows. The percentage of resource teacher time devoted to withdrawing students, both individually and in groups, declined over the three year period. Concurrently, the percentage time devoted to working with class teachers rose quite sharply from 14.9 percent to 25.9 percent. The rate of increase declined from 1977 to 1978 as did the number of teachers involved in this form of activity. A most interesting finding is the data concerning the percentage of time devoted to class teaching. Although this declined from 1976 to 1977, it showed a rise of seven percent in 1978 with an additional ten percent of resource teachers being involved. A more detailed discussion of each of these findings follows. Changes in the overall pattern over the three years are shown in Figure 3.

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[1] Additional data for 1980 on the numbers of hours which resource teachers allocated to the specified activities was gathered by means of a questionnaire completed by 31 resource teachers attending a conference in June 1980. Schools were not identified on the questionnaires so that only overall data could be extracted. This 1980 data has been included where possible to show changes in allocation of hours to the specified activities.

[2] Mean scheduled time is defined as the mean of the total time which resource teachers indicated was spent on the activities in Table 13 in a normal week.

Figure 3

RESOURCE TEACHERS' DISTRIBUTION OF TIME, 1976-1978 (1980)

% OF TIME ON SPECIFIED ACTIVITIES

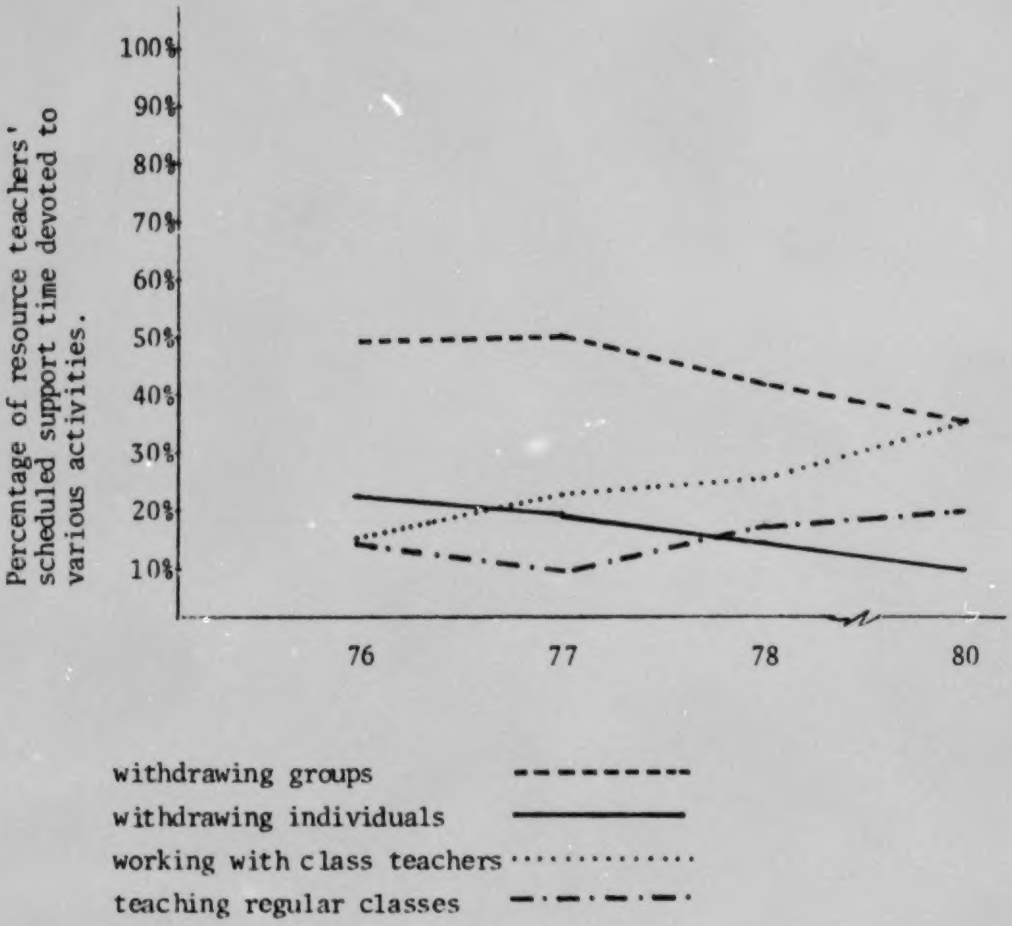

Figure 3 suggests that two steady trends occurred during the period reviewed. Withdrawing Individuals steadily declined and Work with Class Teachers steadily increased as percentages of the weekly time scheduled by resource teachers for support activities. By 1980 the mean amount of time spent working with class teachers (35 percent) had equalled that spent withdrawing groups of students.

The mean amount of time spent withdrawing individuals had continued to decline whilst that spent class teaching remained relatively stable. All four activities therefore, showed steady trends throughout the five year period.

2. CATEGORIES OF RESOURCE TEACHER PROGRAMS

A. Categories

In order to distinguish different types of resource programs, schools were allocated to a resource role category on the basis of the hours allocated to resource room and in-class resource teacher activities in an average week. The categories derived in this way were:

(i) schools in which withdrawal work in a resource room occupied more than half of the resource teacher's scheduled resource time and in-class resource less than one third of the scheduled resource time. These are hereafter referred to as Resource Room programs (R.Rm.).

(ii) Schools in which in-class support of class teachers occupied more than one half of the resource teacher's scheduled resource time and resource room withdrawal less than one third of this scheduled resource time. These are hereafter referred to as In-Class Resource programs (I.C.R.).

(iii) Schools in which more than one third of the resource teacher's scheduled resource time was spent in both Resource Room and In-Class Resource programs. These will be referred to as Balanced Resource Roles (B.R.R.).

(iv) A fourth category was identified in which the resource teacher spent more time engaged in normal class teaching than in the resource role. From this point on these will not be regarded as full resource programs and will be referred to as Class Teaching-Resource programs (C.T.R.).

Use of these categories permitted separation of the responding schools into groups according to the principal orientation of their resource program. The following table shows the way in which schools were categorised over the three year review period. Detailed tables showing the hours spent in each activity area in each of the three years are located in Appendix 9.

Table 14

ORIENTATION OF RESPONDING SCHOOLS' RESOURCE PROGRAM

YEARS 1976, 1977, 1978

School Number	1976 N=35	1977 N=46	1978 N=48
1	RRm	RRm	RRm
2	RRm	RRm	RRm
3	RRm	RRm	RRm
4	RRm	RRm	-
5	RRm	RRm	RRm
6	BRR	BRR	RRm
7	RRm	-	-
8	RRm	RRm	BRR
9	RRm	-	RRm
10	RRm	-	RRm
11	RRm	BRR	BRR
12*	RRm	BRR	ICR
13	RRm	RRm	-
14	-	-	RRm
15	-	CTR	RRm
16	-	-	BRR
17*	ICR	ICR	ICR
18	RRm	RRm	CTR
19	-	RRm	BRR
20	-	-	RRm
21	RRm	RRm	BRR
22	RRm	-	RRm
23$	RRm	BRR	-
24	-	RRm	BRR
25	RRm	RRm	RRm
26	RRm	RRm	RRm
27	RRm	-	RRm
28	RRm	-	BRR
29*	BRR	BRR	BRR
30	RRm	RRm	-
31	RRm	-	-
32	RRm	RRm	-
33	-	ICR	-
34	RRm	RRm	-
35	-	RRm	RRm
36	RRm	RRm	-
37	BRR	BRR	RRm
38	RRm	BRR	RRm
39	-	RRm	-
40	RRm	RRm	CTR
41	RRm	-	-
42	BRR	RRm	-
43	RRm	RRm	RRm
44		RRm	RRm
45		RRm	RRm
46		ICR	-
47		RRm	RRm
48*		RRm	RRm
49$		BRR	RRm
50		RRm	RRm
51		RRm	BRR
52		RRm	BRR
53		BRR	BRR
54		ICR	RRm
55		RRm	-
56		RRm	BRR
57		RRm	RRm
58			CTR
59			BRR
60			CTR
61			BRR
62			RRm
63			BRR

RRm = Resource Room orientation
ICR = In-Class Resource orientation
BRR = Balanced Resource Role
CTR = Class Teaching Resource
* Case Study schools, Chapter 7
$ Pilot Study schools, Chapter 7

Of the 129 separate responses which were received from the 63 schools which responded over the three year period, 88 (68 per cent) were categorised as Resource Room programs, 28 (21.7 per cent) as Balanced Resource Roles, 8 (6.2 per cent) as In-Class Resource and 5 (3.8 per cent) as Class-Teaching Resource.

The data on school resource program categories in Table 14 preceding, show a number of interesting individual features. For example, 7 schools of the 18 which responded in all three years (38.9 per cent of that group) adopted a Resource Room orientation in each of the three years, whilst 17 of 28 schools which responded in any two of the three years (60.7 per cent) also indicated a Resource Room model.

Against this, only two other schools consistently employed a single orientation throughout the three years, on favouring In-Class Resource and the other a Balanced Resource Role. Also, only one school adopted a different orientation in each of the three years. This school moved from Resource Room to Balanced Resource to In-Class Resource. Of the schools which responded in two of the three years only one employed a non-resource room in each year, this school favouring a balanced role.

The data for the three year period suggest that overall the orientation of resource programs remained fairly stable. 27 of the 47 schools which responded two or more times (57.4 per cent) continued to employ the orientation they had originally chosen. Of these 27 schools, 24 (88.9 per cent of the group) were committed to the Resource Room model. The conclusion to be drawn from this interpretation of the available data, would be that withdrawal programs to a resource room were by far the most preferred resource model employed in Queensland state high schools between 1976 and 1978

Table 15

PERCENTAGES OF SCHOOL RESOURCE PROGRAMS IN DIFFERENT CATEGORIES, 1976 to 1978

	N	Resource Room	In-Class Resource	Balanced Resource Role	Class Teaching Resource
1976	35	85.7	2.8	11.4	0
1977	46	69.5	8.7	19.6	2.2
1978	48	54.1	6.2	31.2	8.3
1980[1]	31	35.4	16.1	38.7	9.6

Although Resource Room programs were heavily favoured throughout the period, a major shift in orientation of resource programs did occur during the three year period. A 30 per cent decline in the proportion of schools using a Resource Room model was largely offset by a 20 per cent increase in Balanced Resource Role, the remaining 10 per cent of schools moving into Class Teaching-Resource and In-Class Resource programs.

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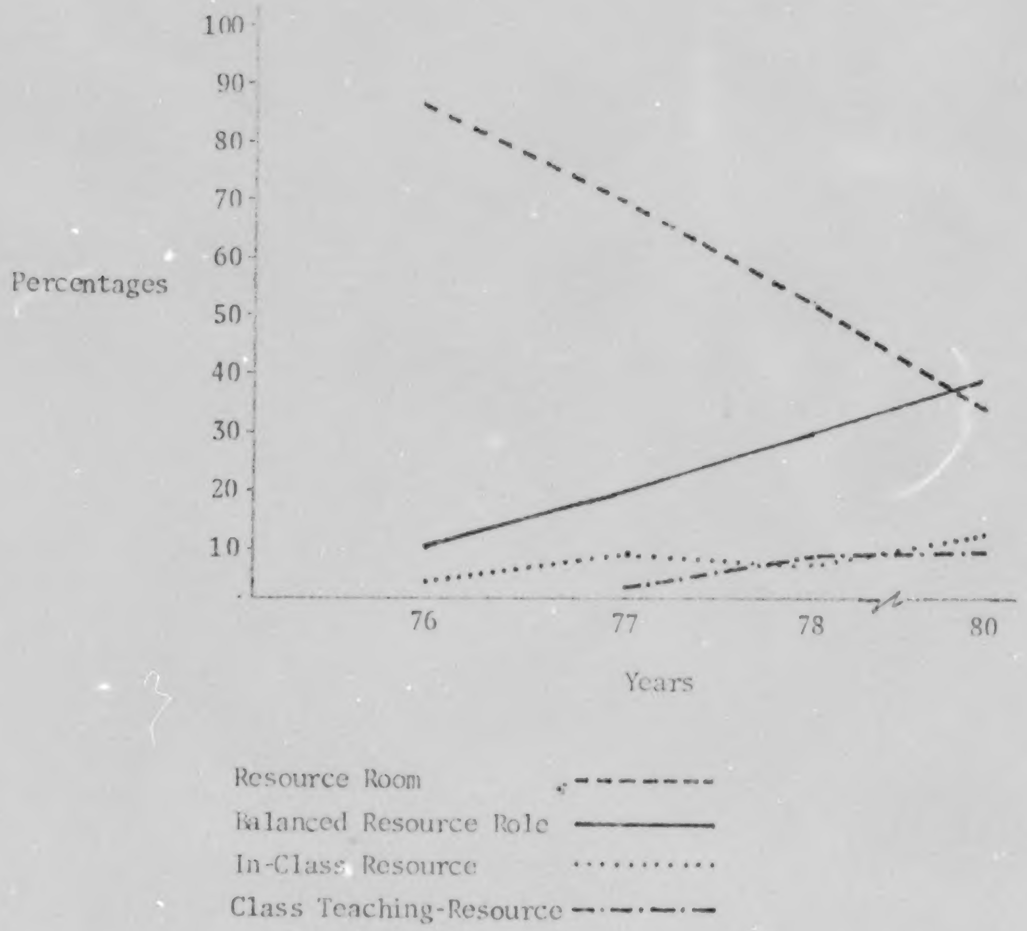
[1] Additional data for 1980 on the numbers of hours which resource teachers allocated to the specified activities was gathered by means of a questionnaire completed by 31 resource teachers attending a conference in June 1980. Schools were not identified on the questionnaires so that only overall data could be extracted. This 1980 data has been included where possible to show changes in allocation of hours to the specified activities.

Figure 4

PERCENTAGES OF SCHOOL RESOURCE PROGRAMS IN DIFFERENT CATEGORIES 1976, 1977, 1978, 1980



The move away from Resource Room programs was clearly in favour of more involvement in in-class resource activities. However, this trend did not result in significant numbers of schools shifting into the In-Class Resource category. Instead of becoming wholly committed to the latter role, that is, allocating more than one half of their scheduled resource time to in-class resource, teachers chose to retain a substantial proportion of their time for continued resource room activities. This suggests that substantial numbers of pupils were judged to require help, either individually or in small group setting, outside the classroom. Simultaneously, resource teachers saw the need to provide substantial in-class support to class teachers and so raised their activity level in this area. The trend therefore, was towards dual inputs with a move away from bias towards a particular single orientation. It should be stressed however, that Resource Room programs continued to dominate the scene with a majority of schools persisting with a heavy allocation of resource time in this activity.

A further survey of 31 resource teachers attending a seminar in June 1980 however, suggested that the Balanced Resource Role had become the single most used model. Resource Room programs had by then fallen to 35 per cent of the sample group compared to 38.7 per cent employing a Balanced Resource Role.

(i) Resource Room Programs

Table 16

NUMBERS AND PERCENTAGES OF SCHOOLS HAVING RESOURCE ROOM PROGRAMS YEARS 1976, 1977, 1978

	N	RRm only	RRm with some ICR	RRm with some CTR	RRm with some ICR & CTR	Total
1976	35	4 (11.4)	8 (22.8)	5 (14.3)	13 (37.1)	30 (85.7)
1977	46	5 (10.9)	13 (28.3)	3 (6.5)	11 (23.9)	32 (69.5)
1978	48	4 (8.3)	8 (16.7)	4 (8.3)	10 (20.8)	26 (54.1)
1980	31	1 (3.2)	2 (6.4)	3 (9.7)	5 (16.1)	11 (35.4)

A more detailed examination of the data on Resource Room programs shows that the percentage decline in this category extended across all aspects of the program. However, the proportion of schools using the resource room in combination with in-class resource and/or class teaching declined more than that which used the resource room only. The combination which showed the largest decline was that in which the resource room program occupying more than half the scheduled resource time, was supplemented by both in-class resource and class teaching. The percentage of schools using this form of organisation fell by 17 per cent over the period.

By 1980 the trend away from Resource Room programs had reduced their overall proportion to 35 per cent of the sample obtained. Nearly half of this group were involved in in-class resource work and class teaching in addition to their resource room withdrawal commitments. Only 4 schools of the 31 sampled were not involved in some in-class resource work.

(ii) In-Class Resource Programs

Table 17

NUMBERS AND PERCENTAGES OF SCHOOLS HAVING IN-CLASS RESOURCE PROGRAMS, YEARS 1976, 1977, 1978

	N	In-Class Resource only	ICR with RRm	ICR with CTR	ICR with both RRm & CTR	Totals
1976	35	0	1 (2.8)	0	0	1 (2.8)
1977	46	1 (2.2)	1 (2.2)	1 (2.2)	1 (2.2)	4 (8.7)
1978	48	0	2 (4.2)	1 (2.1)	1	3 (6.3)
1980	31	0	1 (3.2)	0	4 (12.9)	5 (16.1)

Very small numbers of schools used In-Class Resource for more than half of their resource programs, consequently, numbers in this category remained very low throughout the period. Only one school throughout the whole period (1977) indicated that it used in-class resource as the only resource teacher activity. The other seven listings in this category all combined in-class resource with either one or both of the other specified activities.

It is of interest to note that the one school which adopted a wholly in-class resource format was an open-area school. Furthermore, the one year in which this arrangement prevailed, was the only year in which this school has a resource teacher assigned to it. Thus the resource program commenced and concluded as an in-class resource model in the one year. One reservation to be noted, however, is that the physical structure of this school provided a withdrawal room area in each of the main English and Mathematics teaching sections and these were used by the resource teacher for her work with students. It is therefore doubtful whether this program wholly fulfilled the most stringent criteria of an in-class resource program. Given this reservation therefore, it is suggested that a *wholly* In-Class Resource program was never implemented at any time during the period surveyed. By 1980, the proportion of schools placed in this category as defined rose to 16.1. All five schools in the category combined some resource room work with the in-class resource orientation. The majority of teachers also performed class teaching duties.

(iii) Balanced Resource Roles

Table 18

NUMBERS AND PERCENTAGES OF SCHOOLS HAVING BALANCED RESOURCE ROLES, YEARS 1976, 1977, 1978

	N	Balanced Resource Role	BRR with some Class Teaching	Totals
1976	35	2 (5.7)	2 (5.7)	4 (11.4)
1977	46	3 (6.5)	6 (13.0)	9 (19.6)
1978	48	6 (12.5)	9 (18.7)	15 (31.2)
1980	31	4 (12.9)	8 (25.8)	12 (38.7)

This combination of resource activities was the only resource area to exhibit steady growth during the period examined. The percentage of schools using a Balanced Resource Role, in which both resource room and in-class resource activities accounted for more than one third of scheduled resource time, rose steadily from 11.4 per cent in 1976 to 31.2 per cent in 1978. By 1980 the Balanced Resource Role had surpassed the Resource Room category as the model most favoured by the schools sampled (38.7 per cent to 35.4 per cent).

(iv) Class Teaching Resource

Table 19

NUMBERS AND PERCENTAGES OF SCHOOLS HAVING RESOURCE TEACHERS WHO OPERATED MAINLY AS CLASS TEACHERS, YEARS 1976, 1977, 1978

	N	Class Teaching only	CTR with RRm	CTR with ICR	CTR with both ICR & RRm	Totals
1976	35	0	0	0	0	0
1977	46	0	0	0	1 (2.2)	1 (2.2)
1978	48	0	2 (4.2)	1 (2.1)	1 (2.1)	4 (8.3)
1980	31	0	1 (3.2)	0	2 (6.4)	3 (9.7)

The phenomenon of a school employing a trained resource teacher as a class teacher for more than half of their scheduled time, first appeared in one school in 1977. Informal inquiry suggests that it did not occur at all in 1975, the first year in which resource teachers were used in Queensland state secondary schools, a situation which the present study confirmed in 1976. However, by 1978, four schools (8.3 per cent) had moved to use their resource teacher in this way. Two of the four schools which used the resource teacher principally as a class teacher in 1978 were responding for the first time. That is, their resource programs were introduced as class teachers who did some resource work. Both were small schools located in country towns.

The other two schools had had resource programs for the full three years reviewed and moved from the resource room to the class teaching categories. Inquiries were made of both schools to ascertain the reasons for the shift in orientation. School 18 indicated that the resource room program had been employed for a substantial part of the year but that teacher shortage in a particular subject area had made it necessary to reschedule the resource teacher who in fact had taught in this particular subject area in the past.

In school 40, dissatisfaction was expressed with the resource teacher's job performance. Teacher opinion in the school was that use of the resource room allowed this teacher to withdraw very small numbers of students. This method of operation was not seen to contribute to the life of the school and consequently the resource teacher had been given a class teaching program.

Of the three schools located in this category in 1980, one teacher indicated that she spent 20 hours each week as a regular class teacher and used 2 additional hours to work with two individuals who had severe problems. In the other two schools, one teacher taught classes for 22 hours and the other for 15 hours. One would surely ask why these schools were allowed to retain people trained as resource teachers when they showed no inclination to use them in that capacity. A simple transfer of teachers would have provided these three teachers with the opportunity to practise as resource teachers in schools which wished to use their time in that capacity.

B. Discussion

The data indicate that the Resource Room category contained the majority of resource teacher programs throughout the period. Although as we have previously seen, in-class resource activities did increase during the period 1976-78, they did not attain a position where they formed the greater part of many school programs. Using the criteria described in this study, only three schools could in 1978 be described as having adopted In-Class Resource programs. In fact more schools, four as against three, used their resource teacher principally as a regular class teacher than used her principally as a support to other class teachers.

The predominance of the Resource Room program model over the In-Class Resource model is very clearly demonstrated by this data. Twenty-six schools utilised the former model whilst only three schools had adopted the latter. A further fifteen schools had moved to a Balanced Resource Role. This may suggest that in-class resource was considered worthwhile but could not be more fully pursued because some students needed programs which could not be provided within the regular classroom environment.

Informal discussions with most of the resource teachers in the study confirmed that they did clearly perceive two areas of need; in-class support of class teachers and withdrawal for intensive work with small numbers of students whose needs could not be met in the classroom environment. Because of these two pressures, many resource teachers consciously tried to balance their programs so as to serve the two needs. Growth of the Balanced Resource Role was therefore a conscious move to try to fulfil the perceived needs within particular schools.

3. WORKING WITH STUDENTS ON AN INDIVIDUAL BASIS

The Joint Advisory Committee Report (1974) suggested that resource teachers would:

> from time-to-time organise small group remedial sessions with hard-core cases of learning disability.
>
> (J.A.C. Report, 5.6)

This present study sought to distinguish between students who were withdrawn individually and those who were withdrawn in small groups. The data on individual withdrawal are summarised in Table 20, below.

A. Extent of Resource Teaching Involvement

Table 20

INDIVIDUAL WITHDRAWAL: RESOURCE TEACHER WITHDRAWAL OF INDIVIDUAL STUDENTS

	Percentage R.T.'s who withdraw individuals	Percentage R.T. time scheduled	Mean No. of R.T. hours per week scheduled	Range of students withdrawn	Mean No. of students withdrawn	Total No. withdrawn in the sample
1976	97.1	21.6	4.1	0-18	3.7	130
1977	82.6	17.8	3.7	0-11	2.7	124
1978	79.1	14.3	2.7	0-10	2.0	95

All the dimensions on which individual withdrawal of students was examined declined over the three year period. The number of resource teachers carrying out work on a one-to-one basis fell from almost one hundred per cent of those sampled to under eighty per cent.

The percentage time allocated to this mode of treatment fell by a third amongst those teachers who carried out the practice, from twenty-one to fourteen per cent of their scheduled time. The maximum number of students seen by any one resource teacher declined from eighteeen to ten, whilst the mean number of students involved per resource teacher fell by almost half.

B. Year Levels Withdrawn

Table 21

INDIVIDUAL WITHDRAWAL: % DISTRIBUTION BY YEAR LEVEL OF STUDENTS WITHDRAWN INDIVIDUALLY

		Year Levels				
	N	8	9	10	11	12
1976	130	52	26	14	7	1
1977	124	42	24	19	7	7
1978	95	28	32	30	8	2

The students initially withdrawn in 1976 were predominantly from the year eight level (fifty-two per cent). As the numbers withdrawn individually have declined, so has the emphasis shifted from year eight. By 1978 there was almost an even balance between years eight, nine and ten.

The data unfortunately do not reveal which students have been followed from year to year and which have been withdrawn only as they progressed through the school. One might conjecture that the students retained for this form of support are the really hard-core cases who continue to be problems but this can not be substantiated.

C. Withdrawal by Sex

Table 22

INDIVIDUAL WITHDRAWAL: SEX RATIO OF STUDENTS WITHDRAWN ON AN INDIVIDUAL BASIS

	Male		Female
1976	2.3	:	1
1977	2.2	:	1
1978	1.8	:	1

The decline in the ratio of males to females individually withdrawn cannot be explained. The ratio shows a downward trend in both 1977 and 1978 but no individual resource teacher commented on reasons for this phenomenon. Given the supposed use of this form of work for 'hard-core' cases, the implication might be that more 'hard-core' females are being identified. Alternatively, they may be seen as more responsive to instruction and so preferred to boys. Such suggestions cannot however be verified from the data available.

D. Support Provided

Table 23

INDIVIDUAL WITHDRAWAL: AREAS IN WHICH SUPPORT PROVIDED BY R.T.'s TO INDIVIDUALS

	1976	1977	1978
Total number withdrawn	130	124	95
Reading	110 (85%)*	84 (67.7%)	65 (68.4%)
Mathematics	13 (10%)	22 (17.7%)	22 (23.1%)
Study Skills	-	12 (9.7%)	2
Spelling	2	5 (4.0%)	4
Science	-	2	1
Language development	-	2	6
Gifted	-	1	-
Behaviour problems in class	3	2	2
Persistent truant	-	1	-
Manual Arts	-	1	-
Citizenship Education	-	1	-
History	-	1	-
Written Expression	-	2	2
Handwriting	-	1	-
English as a second language	-	1	3
Visually impaired	-	-	1
Essay writing	-	-	1
Speech therapy	-	-	1

* Figures in parenthesis show numbers withdrawn as a percentage of the total number withdrawn

The major reason for withdrawing individuals was overwhelmingly to provide help with reading. Slightly over two-thirds of all students worked with individually received reading help. The number receiving help in mathematics rose proportionately in 1978 to almost one quarter of the total group.

Little evidence was found to suggest that any exceptional children who had specific handicaps were being supported by individual withdrawal. One visually impaired child was helped in 1978 and one other student was said to receive Speech Therapy from the resource teacher; this was a year eight girl. No information is available regarding the one visually handicapped student reported.

4. WORKING WITH SMALL GROUPS OF STUDENTS

A. Extent of Resource Teacher Involvement

The second area of interest on which the study sought information was that in which the resource teacher worked with small groups of students who had been withdrawn from their regular classrooms. This mode of instruction most closely resembles a traditional remedial teacher model and the purpose was to see to what extent resource teaching had moved away from the older model, as suggested by the Joint Advisory Committee Report (1974).

Almost all resource teachers who reported in each of the three years indicated that they withdrew students in small groups although the percentage of resource teachers using this form of organisation declined from 97.1 in 1976 to 95.6 in 1977 and then to 93.7 in 1978. The overall commitment of resource teachers to small group instruction nevertheless remained very high.

B. Amount of Time Working with Small Groups

The amount of time per week scheduled for working with small groups varied considerably. In 1976, one teacher did not take any small groups whilst another allocated 21 hours per week to this activity. In 1977, the range was from two teachers with no hours allocated to one who reported using 28.5 hours each week for group work. In 1978 the range was from three with no engagement to one reporting 19 hours per week.

These variations were reflected in the fluctuations in the mean number of hours scheduled for this activity. In 1976, the mean number of hours was 4.3. In 1979 this rose to 10.4, whilst in 1978 it fell to 8.1 hours. The most significant variation is probably when the amount of time is seen as a percentage of total scheduled time for the various activities examined. In 1976 and 1977, this remained stable at about 49 per cent. In 1978 however, the percentage fell to 42 per cent, a drop of seven per cent (see Table 54 , Appendix 9.1).

Table 24, which follows, provides a more detailed analysis of the distribution of time allocated by different resource teachers to small group work. We are able to see that by 1978 nearly forty per cent (37.4%) of the sample were spending less than the equivalent of one hour per school day on this work. In contrast the data show that in 1976 only about twenty per cent of the sample (19.9) allocated such a low proportion of their time to small groups.

The proportion of resource teachers who spent the equivalent of between 1 and 3 hours per school day in small group work fell from 71.4 per cent in 1976 to 47.8 per cent in 1978, a fall of 23.6 per cent. Part of this shift (6 per cent) was accounted for by an increase in the proportion devoting more than 3 hours per school day to this role, 8.5 per cent in 1976 to 14.5 per cent in 1978. The remaining 17 per cent reduced their involvement in small group activity; this accounted for the upward shift at the bottom end of the range. These variations are not disclosed by the changes in the mean number of hours shown in Table 24.

Also of interest is the fall in the proportion of scheduled time spent in small group work. This was stable during the first two years of the program but fell by 7.5 per cent (49.8 to 42.3) between 1977 and 1978.

Table 24

SMALL GROUP WITHDRAWAL: ALLOCATION OF R.T. TIME SPENT WITHDRAWING SMALL GROUPS

	N	0 Hours		0-5 Hours		5-10 Hours		10-15 Hours		15 Hours	
		No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%
1976	35	1	2.8	6	17.1	16	45.7	9	25.7	3	8.5
1977	46	2	4.3	5	10.8	17	36.9	13	28.2	9	19.5
1978	48	3	6.2	15	31.2	15	31.2	8	16.6	7	14.5

C. Number of Small Groups Withdrawn

Significant changes occurred between 1977 and 1978 in resource teachers' policies regarding numbers of small groups withdrawn. The percentage of teachers taking more than 10 groups fell by one third from 15 to 10 per cent. The percentage withdrawing between 6 and 10 groups fell by 8 per cent (41.3 to 31.3). These reductions were reflected in the number of teachers working with up to 5 groups. This category increased by 13 per cent (36.9 to 50.0) so that half the total sample fell into this range (see Tables 55 and 56, Appendix 9.2).

Numbers of students withdrawn in small groups

The total number of students withdrawn in small groups fluctuated over the three year period. Although the total number (Table 25 below) rose in 1977 and then declined in 1978, the mean number of students withdrawn declined steadily throughout the period.

Table 25

SMALL GROUP WITHDRAWAL: NUMBER OF STUDENTS WITHDRAWN

1976 to 1978

	Total No. students withdrawn	Mean No. of students per R.T.	S.D.
1976	1,484	42.4	27.7
1977	1,731	37.2	20.3
1978	1,418	30.8	18.6

When the data are analysed (Table 57, Appendix 9.3) they indicate extremely wide variations in practices between resource teachers in regard to the numbers of students worked with in small groups. In 1976 for example, 11.3 per cent worked with either no students in small groups or with fewer than ten students in their total groups. In contrast 14.2 per cent of resource teachers worked with more than eighty students per week in such groups. Two individual resource teachers withdrew 92 and 98 students respectively per week in small groups. A trend away from extremely large numbers taught in small groups is demonstrated, when the data are aggregated into fewer categories as in Table 26 below.

Table 26

SMALL GROUP WITHDRAWAL: % OF R.T.'s BY TOTAL NUMBER OF STUDENTS WITHDRAWN IN SMALL GROUPS

	% of R.T.'s withdrawing less than 20 students in small groups	% of R.T.'s withdrawing between 20 & 39 students in small groups	% of R.T.'s withdrawing between 40 & 59 students in small groups	% of R.T.'s withdrawing more than 60 students in small groups
1976	25.7	31.3	8.5	28.4
1977	19.4	39.0	23.8	15.0
1978	27.0	33.3	29.1	4.0

The percentage of resource teachers withdrawing more than sixty students in small groups each week fell dramatically over the three year period from 28.4 per cent to only 4.0 per cent. This shift was taken up almost entirely by teachers who withdrew between 40 and 59 students each week, the percentage for this group rising from 8.5 to 29.1 between 1976 and 1978.

By 1978 therefore, we can divide the population studies into three groups, each comprising close to one third of the total sample who work with small groups of students. The first group (27 per cent) withdrew fewer than twenty students in small groups each week. The second group (33.3 per cent) withdrew between twenty and thirty-nine students into small groups. The last group (29.1 per cent) worked with between forty and fifty-nine students in its small groups in any week.

D. Intensity of Small Group Work

Neither the total number of students withdrawn nor the number of hours devoted to small group work truly reflects the time available to each student who is worked with in a small group situation. Again as with the individual work carried out with students, it is not the purpose of this study to evaluate the effectiveness of resource teacher work. The amount of time available to the individual students in a small group situation can be evaluated in the context of this study, only in so far as it can be said to reflect the role of the resource teacher in the light of the literature available. The amount of time available to each student in a small group situation is therefore assessed as an indicator of whether such work is organised on a more or less intensive basis. That is, the more time available per student in a small group situation, the more intensive is the organisational provision for that activity. Conversely, the less time there is available per student in a small group situation, the less intensive is the organisational provision for that form of treatment. The limitations of this approach are appreciated and the data interpretation is undertaken with these in mind.

Table 58 (Appendix 9.4) shows that the amount of time potentially available to each individual pupil withdrawn in small groups varied considerably between resource teachers. This continued the pattern of wide variations between resource teachers previously noted in regard to the amount of time devoted to small group withdrawal and the numbers of students withdrawn in this manner. Approximately one fifth of the resource teachers allowed less than the equivalent of ten minutes individual time per week per student seen in small groups. More than twice this number of resource teachers allowed between ten and twenty minutes per student per week. These two groups accounted for nearly two thirds of all resource teachers in 1976 and 1978 and for more than half in 1977.

Over the three year period the most notable change was a rise in the number of teachers allowing the equivalent of between twenty and thirty minutes per student per week. This rose from 11. 4 per cent of the sample in 1976 to 27 per cent in 1978. The change into this time band was largely accounted for by a reduction in the number of teachers allowing the equivalent of more than thirty minutes per student. The number of teachers providing this more generous scheduling was reduced from 17 per cent in 1976 and 1977 to 6 per cent in 1978. The most generous scheduling of all was reported in 1976 by one teacher who allocated eight hours per week for two grade 10 boys who required reading help.

Number of students per group withdrawn

Unfortunately the data from 1976 and 1977 are not interpretable in respect of numbers in specific groups as the questionnaire format in 1976/1977 did not force teachers to be sufficiently specific. Responses therefore tended to be of the type; "up to 15"; "average about 6"; "between 5 and 8"; "varies". The 1978 form was amended to allow for more specific answers and these were in fact received.

In 1978, 277 groups were withdrawn by the group of resource teachers sampled. The size of these groups ranged from 2 to 30 students with a mean of 5.7.

The number of students per group withdrawn appears to be an important factor in describing the role of the resource teacher. It can be argued that the fewer the number of students in the group, the more chance the resource teacher has of providing individual help closely related to the student's needs. Conversely, the more students in a group, the less opportunity will there be for the teacher to attend closely to indiviudal needs. Presumably the students withdrawn for small group work are those who are having problems which cannot be met in the classroom and are therefore in need of closely supervised assistance. This being the case, examination of the size of groups withdrawn should give some indication of the degree to which resource teachers aim at providing closely supervised individual help.

Table 27

SMALL GROUP WITHDRAWAL: VARIATIONS IN SIZE OF GROUPS BY % OF R.T.'s (1978 ONLY)

	Number of students per group				
	2-5 students	6-10 students	11-15 students	16-20 students	30 students
1978	57.0%	37.2%	4.6%	0.7%	0.4%

Fifty-seven per cent of all small groups are seen to have comprised between two and five students. A further 37 per cent had between six and ten students. The groups having more than ten students were a very small proportion of the total and were probably too large to be considered as small groups. It would appear from the data that the majority of students were seen in really small groups of five or fewer (57 per cent), with a further third (37 per cent) working in moderate sized groups of between six and ten.

E. Number of Students per Year Level Withdrawn in Small Groups

Table 28

SMALL GROUP WITHDRAWAL: NUMBER OF STUDENTS PER YEAR LEVEL WITHDRAWN IN SMALL GROUPS

	Year 8		Year 9		Year 10		Year 11		Year 12	
	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean
1976	0-92	23.2	0-65	5.8	0-26	0.3	0	0	0	0
1977	0-81	29.4	0-24	4.8	0-12	1.4	0-20	0.6	0	0
1978	0-76	22.1	0-20	5.5	0-18	1.7	0-30	0.8	0	0

The main emphasis of resource teacher small group programs, was clearly directed at the year eight level. Although the mean number of year eight students fluctuated during the three years, the range showed a steady decline. The year nine mean varied less than the year eight but the range declined more. A trend towards more group work with year ten students seems to have taken place with the mean rising steadily during the period. Years eleven and twelve appear to have received little resource teacher attention in terms of small group withdrawal.

When the percentages of resource teachers withdrawing students at different year levels are examined, a trend towards working with students above the year eight level appears to have taken place. This trend is more clearly indicated when it is looked at from the point of view of the percentage of resource teachers working with students from different year levels in the small group situation. This is shown in Table 29 below.

F. Small Group Withdrawal: % of R.T.'s Withdrawing Students from Different Year Levels

Table 29

SMALL GROUP WITHDRAWAL: PERCENTAGE OF RESOURCE TEACHERS WITHDRAWING STUDENTS FROM DIFFERENT YEAR LEVELS

	8	9	10	11	12
1976	94.3	54.3	25.7	2.8	0
1977	93.5	56.5	28.3	4.4	0
1978	91.7	58.3	37.5	10.4	0

The year eight level continued to attract almost universal support from resource teachers during the three year period. An insignificant downward trend appeared to take place but the vast majority of teachers still withdrew students in small groups at this level. Year nine withdrawal showed a strengthening with over half the teachers consistently involved. Year ten support showed the largest change between 1976 and 1978, an additional 12 per cent of teachers moving into withdrawal of year ten students. Year eleven involvement also increased during the period reviewed, with ten per cent of resource teachers withdrawing students in small groups by 1978.

G. Assistance Given in Small Groups

Table 30

SMALL GROUP WITHDRAWAL: AREAS IN WHICH ASSISTANCE WAS PROVIDED, NUMBERS OF STUDENTS BY NUMBER OF R.T.'s

Assistance Provided In	1976 Number of Teachers	1976 Number of Students	1977 Number of Teachers	1977 Number of Students	1978 Number of Teachers	1978 Number of Students
Reading	33(94%)	1,113	43(93%)	1,196	42(92%)	1,099
Mathematics	25(71%)	371	28(61%)	469	36(75%)	460
Spelling	17	201	0	0	3	8
Science	0	0	1	4	1	18
Basic English	0	0	3	28	8	81
German	0	0	1	7	1	12
Technical Drawing	0	0	0	0	1	4
English as a Second Language	0	0	2	14	1	5
Social Studies	0	0	1	10	1	9
Study Skills	0	0	0	0	2	13
Career Educ.	0	0	1	32	0	0
General Studies	0	0	3	75	0	0

The open ended form of question used allowed teachers to insert and specify subjects other than Reading and Mathematics for which they withdrew students in small groups. The general pattern is one of idiosyncratic development, as for example, the one teacher who in 1977 and 1978 took a group of students for instruction in German and other in 1977 who ran a Career Education program. Apart from Reading and to a lesser extent Mathematics, there appears to have been little commonality about the kinds of assistance given to students in small groups.

The overall number of students receiving help in reading clearly outweighed all other areas in which assistance was provided. Together with mathematics, reading undoubtedly provided the bulk of the work done in these group situations.

One interesting difference can be noted however, between the numbers worked with in reading and those helped in mathematics. The numbers actually placed in individual groups for reading appear much higher than those where mathematics work was the area considered.

In 1978 for example, 42 teachers withdrew 1,099 students for assistance in reading, a group mean of 26 students. In mathematics however, the mean for these groups was only 12.8 students, 460 students being withdrawn by 36 teachers. Thus it would appear that an increasing proportion of teachers were using small groups to assist students with mathematics but that the numbers in these groups were significantly lower than the numbers in the groups in which the same teachers provided assistance in reading. No explanation for this difference is available.

Discussion

The period 1976-1978 saw an overall fall in resource teacher time spent in small group withdrawal. Although the level of individual teacher involvement remained very high at over 93 per cent throughout the period, the mean number of hours allocated fell from nine in 1976, rose to ten in 1977, but fell back again to eight in 1978. Whilst a fall of one hour may not seem substantial, it represents a fall of nearly 7 per cent of resource teachers' time scheduled for the specific activities between 1976 and 1978.

In concert with the reduced amount of time allocated to small group work, resource teachers also reduced the numbers of students whom they withdrew. The mean number of students withdrawn fell from 42 in 1976 to 30 in 1978. Thus the reduction in time did not mean that the same numbers of students were worked with in fewer hours. Rather than this happening, the mean number of groups fell until by 1978, half the teachers sampled worked with no more than five groups per week. Data on number of students per group are available only for 1978; these show that 57 per cent of all groups had between two and five students in them. It should be noted, however, that the teacher group varied considerably in the total numbers of students withdrawn. The 1978 data show that nearly one third withdrew fewer than twenty students in small groups each week. A further third withdrew between twenty and forty students and the final third withdrew more than forty students each week.

The students dealt with in small groups were mainly from the year 8 level. A trend towards withdrawing groups from higher years was apparent throughout the period but was slow in developing. It is summised that this is because teachers tended to follow students through the school as they saw the need for continued support. Over 90 per cent of resource teachers consistently withdrew year 8 students whilst only 10 per cent had begun to work at the year 11 level by 1978.

Of all the students withdrawn, by far the greater number received help in reading. Over 90 per cent of all resource teachers used small groups for reading instruction. Along with reading, mathematics accounted for almost all the total small group effort with 75 per cent of resource teachers undertaking mathematics instruction by 1978. The mean number of students withdrawn for reading fell from 31 in 1976 to 22 in 1978. Although mathematics did not approach reading in total numbers, its mean fall (10 per cent, 1976 to 9 per cent, 1978) was far less drastic than that for reading.

A wide variety of other subjects were taught in small groups but these were idiosyncratic in nature and only involved small numbers of teachers and students. No reasons are available for these changes and it may simply be that the movements which have been noted were due to pressures placed on the resource teacher rather than to any philosophical or experiential decisions.

5. WORKING WITH CLASS TEACHERS IN IN-CLASS SITUATIONS

The two areas of resource teacher activity described so far, withdrawal of individuals and small groups, represent forms of helping teacher activity closely resembling a remedial teaching model. The emphasis is on out-of-class work with students in a direct teaching situation in a resource room.

Working with class teachers in an in-class environment therefore represents a radical shift of emphasis. Models such as the Consulting Teacher or Helping Teacher are called to mind. In so far as the Joint Advisory Committee Report called for class teacher support rather than resource room programs, it might reasonably be expected that the pattern of resource teacher activity over the three year period would show a strong emphasis to this mode of operation for all resource teachers. However, the following table indicates that although a substantial majority of resource teachers were involved in in-class work with class teachers, a considerable proportion were not. In 1978 for example, one fifth of the responding group appeared not to undertake in-class support.

A. Extent of Resource Teacher Involvement

Table 31

IN-CLASS SUPPORT: NUMBER OF RESOURCE TEACHERS WHO WORK IN IN-CLASS SITUATIONS WITH CLASS TEACHERS; 1976-1978

	N	No. of R.T.'s who do	Percentage of R.T. sample
1976	35	26	74.3
1977	46	39	84.8
1978	48	38	79.2

The percentage of resource teachers sampled who were involved in in-class working with class teachers varied over the three years, a rise of ten per cent in 1977 being offset by a fall of five per cent in 1978.

Only four schools (numbers 18, 40, 48 and 54) which showed involvement in 1977, recorded no involvement in 1978. School 18 noted that in-class work with class teachers had taken place earlier in the school year but the responses given were based on current activity; this difficulty of distinguishing between current activity and year-long activity is noted here as a weakness of this study.

School 40 commented that the use of the resource teacher as a class teacher for 25 periods each week meant a severe curtailment of resource work. An area which had suffered had been in-class involvement.

School 48 had a change of resource teacher in 1978. The incoming teacher was from out-of-state and although experienced in special education and remedial work had neither training in nor understanding of resource work. This teacher had never been involved in in-class support of class teachers and did not utilise this mode in 1978.

School 54 occasionally used in-class activity. The main thrust of work was on consultation, materials design and preparation and development of alternative teaching strategies. This teacher was therefore heavily involved in class teacher support if not in in-class teaching.

This analysis of schools which appeared to move out of in-class work suggests that three of the four schools still favour this mode of operation. One was not able to use this mode, another did not currently, the third had modified the approach to favour more indirect support. If these schools are included in the data in Table 32, we find the overall percentage of resource teachers involved in in-class support stable at the 85 per cent level.

B. Amount of Time Spent in In-Class Situations with Class Teachers

The amount of time scheduled for in-class work varied considerably during each of the three years. Overall there was an increase in the mean number of hours per week scheduled for the activity and this was reflected as a rising percentage of hours scheduled each week for the specified activities. This, in 1976, 15 per cent of scheduled hours were allocated to in-class support. In 1977 this fell to 11 per cent but then rose to 26 per cent in 1978. The mean number of hours, however, allocated to in-class support rose steadily throughout the period from 2.8 hours in 1976 to 4.6 in 1977 and then to 5.0 hours in 1978.

We see therefore that the mean number of hours given to this activity rose by some 78 per cent during the period. By 1978 in-class support accounted for about a quarter of all resource time scheduled for the specified activities.

Table 32

IN-CLASS SUPPORT: NUMBER OF HOURS PER WEEK SCHEDULED FOR IN-CLASS SUPPORT OF CLASS TEACHERS

	N	0 Hours		0-5 Hours		5-10 Hours		10-15 Hours		15 Hours	
		No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%
1976	35	9	25.7	20	57.1	5	14.3	1	2.8	-	
1977	46	7	15.2	22	47.8	13	28.3	2	4.3	2	4.3
1978	48	10	20.8	22	45.8	10	20.8	3	6.2	3	6.2

When the mean figures are analysed, as in Table 32 above, we can see that the majority of resource teachers did less than the equivalent of one hour per day in in-class resource work. In 1978, when the mean percentage of resource teachers' scheduled time on in-class work had risen to 26 per cent, 66 per cent of resource teachers were still not spending more than one hour per day on this form of activity, down from 83 per cent in 1976. At the other end of the spectrum, where in 1976 only 2.8 per cent were devoting more than ten hours per week to in-class work, 12.4 per cent were allocating this amount of time in 1978. Thus we find that there is a definite trend towards devoting more time per week to in-class resource work. While the percentage doing less than one hour per day is still high (66 per cent), there is nevertheless a considerable fall from 1976 (83 per cent). A greater commitment to this form of activity is also suggested by the increasing number devoting more than ten hours per week.

C. Number of In-Class Situations per Week

When the degree of resource teacher involvement in in-class situations is analysed, we find a considerable range in the number of such activities in a given week. As we have seen (Table 31), the gross data indicate that more than three quarters of the resource teacher sample was involved in in-class work. We have further seen (Table 32) that the mean percentage of resource teachers' weekly scheduled time devoted to this work has risen steadily over the three year period. Table 33, which follows, shows the range of in-class situations in which the resource teacher sample was involved in a given week.

The upper level of involvements rose steadily, from 8 in 1976, 11 in 1977, to 20 in 1978. The percentage of resource teachers involved in three or more in-class activities each week rose from 39.7 per cent in 1976, to 41.3 per cent in 1977, and on to 55.1 per cent in 1978. The increased amount of time scheduled for in-class resource appeared therefore to be translated into increased numbers of in-class contacts with class teachers.

Table 33

IN-CLASS SUPPORT: NUMBER OF IN-CLASS SITUATIONS IN WHICH RESOURCE TEACHERS WERE INVOLVED IN A GIVEN WEEK, 1976 TO 1978

		No. of in-class situations												
	N	0	1	2	3	4	5	6	7	8	9	10	11	20
1976	35	9	4	8	6	2	1	3	1	1	0	0	0	0
Percentage		25.7	11.4	72.8	17.1	5.7	2.8	8.5	2.8	2.8				
1977	46	7	10	10	5	2	3	1	3	3	0	1	1	0
Percentage		15.2	21.7	21.7	10.9	4.3	6.5	2.2	6.5	6.5	0	2.2	2.2	0
1978	48	10	7	5	9	4	3	5	0	1	2	0	1	1
Percentage		20.8	14.6	10.4	18.7	8.3	6.2	10.4	0	2.1	4.2	0	2.1	2.1

D. Year Levels with which Resource Teachers Work in In-Class Situations

Table 34

IN-CLASS SUPPORT: NUMBER OF RESOURCE TEACHERS WORKING WITH DIFFERENT YEAR LEVELS, 1976-1978

	Years									
	8		9		10		11		12	
	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%
1976	18	51.4	19	54.2	6	17.1	0	0	1	2.8
1977	27	58.6	23	50.0	12	26.1	3	6.5	1	2.2
1978	27	56.2	26	54.2	11	22.9	4	8.3	0	0

Just over half of the resource teacher sample worked with year eight and year nine classes. The proportion working with year ten and above rose from twenty per cent in 1976 to thirty-five per cent in 1977 but declined to thirty-one per cent in 1978. The data suggest that resource teachers were moving from a firm base of involvement in years eight and nine to an extended program in the higher years, this higher school involvement being in addition to and not at the expense of the earlier years.

E. Subjects with which Resource Teachers were Involved in In-Class Situations

Table 35

IN-CLASS SUPPORT: NUMBER AND PERCENTAGE OF RESOURCE TEACHERS INVOLVED IN IN-CLASS SUPPORT OF CLASS TEACHERS BY SUBJECT, 1976- 1978

	1976		1977		1978	
Subject	No. of R.T.'s	%	No. of R.T.'s	%	No. of R.T.'s	%
English	19	54.3	26	56.5	31	64.6
Mathematics	7	20.0	16	34.8	20	41.7
Integrated Studies	2	5.6	2	4.3	2	4.2
Home Economics	2	5.6	1	2.2	1	2.1
Science	3	8.5	5	10.9	4	8.4
Biology	0	0	0	0	1	2.1
History	2	5.6	5	10.9	5	10.4
Geography	0	0	2	4.3	1	2.1
Social Studies	1	2.8	4	8.6	1	2.1
Citizenship Educ.	1	2.8	0	0	2	4.2
German	0	0	1	2.2	1	2.1
Drama	0	0	0	0	1	2.1
Art	0	0	0	0	1	2.1
Spelling	0	0	0	0	1	2.1
Reading	1	2.8	1	2.2	0	0
Manual Arts	0	0	1	2.2	1	2.1
Commercial	1	2.8	0	0	0	0

English, including English Expression, drew increased support during the three year period. By 1978 almost two thirds of the resource teacher sample were involved in in-class support in this subject which was clearly the most supported of all subjects. Mathematics increased its amount of resource teacher involvement by more than one hundred per cent between 1976 and 1978. By 1978, Mathematics had, along with English, established itself as a major interest of in-class resource programs.

The Social Sciences, History, Geography, Social Studies and Citizenship Education, provided a growing opportunity for resource teachers during the period, whilst involvement in Science remained stable. These subjects therefore increasingly provided the core of in-class resource programs between 1976 and 1978.

In contrast, resource teachers were only occasionally involved in Commercial Studies, Manual Arts, Art, Foreign Languages, Drama and Home Economics and not at all in Music or Physical Education.

F. Initiation of In-Class Work with Class Teacher

No school sampled in each of the three years indicated any formal system for arranging in-class teacher support. Responses received suggested arbitrary, idiosyncratic arrangements for initiating this form of co-operative working. No formal job description was issued by any central authority and it was therefore left to schools to develop their own system for bringing class teachers and the resource teacher together.

It appears that upon their arrival in the school, many resource teachers were introduced to the staff by the principal at a staff meeting. At this meeting, the resource teacher was usually invited to explain her role to the staff. During this presentation the resource teacher tried to explain how she could be of assistance to teachers and offered to co-operate with any staff who wanted some help. Some resource teachers later followed up this initial offer with written memoranda sent to all staff; others were invited to subject master/mistress meetings with the principal. A few resource teachers made a point of visiting all staff rooms in the school to introduce themselves and to meet class teachers face to face.

The data collected suggest that in 1976 more than fifty per cent of all in-class arrangements were initiated by the resource teacher. A further thirty-five per cent were the result of approaches by class teachers. The remaining cases were set up by subject master/mistresses, principals or deputy principals.

By 1977, it appears that the balance had shifted so that fifty per cent of contacts were now initiated by class teachers with only twenty-five per cent resulting from resource teacher approaches. Mutual agreements, arising from informal contacts between teachers, accounted for nearly twenty per cent and the balance of just over five per cent resulted from subject master/mistress referrals.

The trend towards fewer resource teacher initiatives and more class teacher approaches continued in 1978. By this time however, it was possible to identify 'carry-on' programs from early years with some teachers indicating that they had resumed teaming arrangements made in the previous year.

G. Specific Reasons Given for In-Class Involvement

1. Initiative from class teacher

Difficult classes

> This is a very difficult class. Students not interested. Teacher arranged for me to go in and help as often as possible.
>
> ... the class posed discipline problems for the teacher.
>
> Teacher discipline problems.

The teacher was experiencing great difficulty with some students. She was extremely depressed about the situation and asked me if I could help.

The teacher concerned was a first teacher who had been assigned to teach 26 slow learners. It was a very difficult class of boys to handle, low concentration spans, hyper-activity etc. etc.

I was asked by a new teacher to the school, to help with 10th grade Science. She had previously only taught infants and was given 29 of the worst students in the school.

Low level classes

Grade 8 English. Low stream class-majority 50% or less in Semester 1 exams, students with very weak reading skills.

Streamed low level students need more help so are restless if one teacher cannot attend to them all.

Inexperienced teacher

A young, inexperienced teacher asked for help with an English class containing a large number of poor readers and behaviour problems.

New to subject

... teacher was a Music specialist who had no training in English.

Resource to class teacher

The in-class work I do is always at the invitation of the teacher, always with a specific purpose and a definite time limit. The teacher and I work out in advance who will do what.

2. Initiative from resource teacher

This was my suggestion as three of the teachers have never taught English before and feel dissatisfied with the set-up.

3. Arrangement by mutual agreement

At the beginning of the year at staff meeting, we discussed ways in which I could be used. The eighth grade teachers preferred to have me in Open Area.

Usually a conversation about poor performance class and a necessity to up-grade class marks.

The Grade 9 classwork was a co-operative proposal put forward by the English subject master and class teachers.

4. Follow on from previous years

I have worked with these teachers for the past two years. They prefer me to come into the room to give informal help so children will not feel different.

Consequence of special reading and maths classes in year 8; as those with deficits move through the grades I inform teachers I'm available for support.

I usually work with the lowest levels in each of these grades.

5. Referred by administrators

Principal referred teacher with class behaviour problems to me.

Grade 9, Eng. Ex. a "hard to handle" class given to a first year teacher, asked by S.M. (subject master) to assist in developing a relevant course.

6. Exceptional children

I worked with teachers who had special children (migrants, epileptic, behaviour problems).

NOTE: The last comment above is the only one received over the three year period which suggests in-class involvement on behalf of "exceptional" children. Note that the term "special" and not exceptional is used. No reference to "Mainstreaming" as a reason for in-class support was made at any time.

II. Varying Roles of the Resource Teacher and Class Teacher in In-Class Support Programs

(i) Variety

The role of the resource teacher varied substantially not only from school to school but also between classes in the same school.

> 1. Initial discussion with teacher resulted in her asking me to work on an extension programme with her brighter students. (English, Gr. 8).
>
> 2. History teacher asked me to become involved with poor readers experiencing difficulty in the content reading.
>
> 3. Teacher 3 asked for specific skills with her Gr.9 English class.
>
> In groups 1 and 3, I am responsible for most of the planning and input. In group 2 teacher responsible for preparation of subject material; my role is "individualising" the material.

The above description clearly shows the resourcefulness required of this resource teacher. She was required to offer assistance to three teachers each having quite different needs. In one class she worked with the brighter, more able students; in a second class with poor readers, and in a third on a "skills development" program. In two classes, she was expected to provide leadership and prepare materials in response to specific needs. In the third she had to follow the class teacher's leadership and adapt her role to one in which she was subordinate to the class teacher being expected to make 'his' lesson understandable to the range of students in the class.

(ii) Leadership

The level of leadership required of the resource teacher varied considerably and three levels can be identified.

At the first level, the resource teacher has prime responsibility and determines the mode of operation. The class teacher accepts the resource teacher's leadership.

The second level sees the two teachers working as a team, jointly planning, preparing and teaching the work to be done. Both are equally involved and leadership passes between the two as appropriate.

At the third level, the resource teacher functions in a minor role. The class teacher teaches a lesson which the resource teacher observes. Following this the class are given work to do and the resource teacher joins the class teacher in circulating among the students offering help where needed.

The different levels can of course occur within the one relationship. Level one may well be a starting point where the resource teacher makes a large input, for example in terms of diagnosis and planning of a program. The relationship then gradually develops and passes through levels two and three until the resource teacher is finally phased out of the program.

However, examples were found at all levels where the relationship was fixed and was not part of a developmental process. Thus some resource teachers permanently acted at level one and carried responsibility for a class. In these circumstances, some class teachers were unwilling or unable to be involved and opted out, even physically in some instances, leaving the resource teacher to carry the full responsibility. One resource teacher reported that she gave up in-class support when she consistently found that class teachers took advantage of her involvement and left her to assume total responsibility as the 'expert'. At the other extreme, several examples were found where the resource teacher described herself as "another pair of hands". In these cases the resource teacher functioned at level three and from the descriptions given was cast as an assistant or aide to the class teacher moving round the room to help individuals who had difficulty completing the tasks set by the teacher. In these cases, no mention was made of attempts to vary the task for these students.

A variety of additional level two, that is teaming, arrangements were found. In some the resource teacher became responsible for the weaker students leaving the class teacher to continue with the average and brighter pupils. Alternatively, the class was split into equal halves, each being taught by one of the two teachers. Sometimes when this happened, the teachers taught the same content, simply duplicating the work. On other occasions, the teachers taught different aspects of the curriculum and alternated the groups. In each of these instances the resource teachers referred to 'team-teaching' situations. The following comments received from resource teachers give some indication of the range of leadership required.

> 9 and 10 Eng. Exp. I was asked when I first arrived to work with these "difficult" classes by the English subject mistress. I started off with 10 Exp. working 5 periods a week, I did all the planning in the initial stages and then we divided the work. Now the class is working mostly with the teacher.
>
> I was assigned the job of support teacher for a 'special' Grade 10 class, with an inexperienced teacher - the whole class was built up on low achievers. Also groups of non-achievers. My input - designing programs for the lower level achievers, in-service work amongst the 1st year teachers, a support and ideas person for subject masters, particularly in English, co-ordinator between English/Library; buffer between child/principal.
>
> My role has been that of co-ordinator for the open area English program, and includes the grouping of students and the co-ordination of work units, worked at three levels for any one group. Individual teachers prepare and teach specific areas (e.g. poetry, novel). I usually work (a) the lowest group within the classes, (b) the top group for extension work in a specific area, (c) specific individuals with particular problems.
>
> Involved because teacher was a music specialist and had no training for English. My input: I prepare and deliver lessons, teacher corrects their work. She has learnt from my approach and is ready to tackle lessons on her own feeling more confident that she is doing the right thing.
>
> I act as another pair of hands in the classroom. The class teacher teaches the lesson and I just go round afterwards to help any students who haven't got the idea.

(iii) Advisor

The greater part of the advisory role has been in respect of textbook selection and materials provision. Most resource teachers are engaged in textbook evaluation and would appear to have made significant contributions in respect of books being purchased.

Within the classroom, the advisory role has usually been linked to diagnosis of particular problems. This has usually been followed by additional teacher-type input by the resource teacher. Thus the role appears not to have developed as a consulting teacher within the classroom.

> I co-operated with the English teacher in improving the spelling of a group who were shown to be well below average by tests I was asked to give. I analysed their errors and made up exercises to cope with specific problems.
>
> The teachers prepare the work - I help each - advise on methods and content with suitable materials.
>
> (a) English, Home Economics, History, Economics teachers have discussed books with me this year. I am often asked for an opinion on the reading level of new books on the market.
>
> (b) I attend English and Cit. Ed. teachers' meetings.
>
> (c) English, History, Citizenship teachers regularly show me proposed work or assignment sheets before duplicating.
>
> (d) General Maths teachers Grade 8 and 9, discuss their programmes with me.
>
> (e) New courses for low level students are planned by administration, content teachers and myself in conjunction.
>
> SCIENCE: With four other teachers, I am looking at supplementary texts which can be purchased in class sets for low level and reluctant readers. I have contacted various publishing houses, reviewed millions of inspection copies, and have trialed various sections with some of the classes. Money was awarded me by the P & C specifically for this purpose ...

> ABORIGINAL and ISLANDER COUNSELOR: She asks for my help with a tutor program she has organised for the black students ...
>
> Discussions with administration re more effective timetabling ... Constant liaison with the guidance officer concerning students at risk.
>
> General discussion with subject masters/mistresses about textbooks - guidelines handed out. Readability studies performed on texts used at grade 11 level to make point. Handouts presented to staff, e.g. teaching ESL students; extending the gifted students' reading; alternatives to the essay etc.
>
> Have been involved greatly in selecting new textbooks for next year and in assessing many books used by the teachers.
> Science. We have selected two new textbooks for next year. (Grade 9).
> History. One new textbook (Grade 11).
> English. Two new textbooks (Grade 8), one additional book (Grade 10).
> Math. I have devised a diagnostic test with which I will be testing all the Grade 8 students.
> Geography, determined readability and suitability for the Grade 8 text.

(iv) Team Teaching

By far the greatest amount of in-class work by resource teachers involved some form of team or co-operative teaching. This varied from the resource teacher simply being another person in the room who moved around helping individuals, to dividing classes and sharing the teaching duties. Between these two there were other examples of team work in which the two teachers together planned, prepared, taught, marked and evaluated. In many cases the resource teacher paid particular attention to the slower, less able students. In a few isolated cases they worked with the brighter students whilst the class teacher assisted the slower ones.

> My job is solely to help students with work set by the class teacher.
>
> Some classes had a problem that a whole group of students weren't coping so I suggested I could come in and do some back up work ...

I work around the target students as well as assisting others in the class.

The two teachers I team teach with requested my presence as students required more teacher attention. Together we discuss the teaching aims of each lesson. The classroom teachers explain the material to me. We work out lesson plans and I create work-sheets to complement the activities. Whenever possible, the student's text is adapted to a lower and more interesting reading level; and reading exercises in the content area are developed.

Teachers were dissatisfied with teaching as they had been. I suggested I might be able to help. We have planning meetings. We as a group decide what syllabus sections can be done. We each take a section and prepare it and team teach either as a whole group or as small groups on our own.

We set up a Maths laboratory and I and the teachers worked out games, work experience suggestions etc., to satisfy needs of low ability maths students. (10B General and Ordinary Maths).
In the English Exp. classes 9 & 10, the four teachers came to me and asked for help in individualising work for slower students and in help for Discipline problems - we work together in a team situation while teaching students - however all preparation is done by me.

2 x Gd. 8 Maths - Team teach with class teacher. I take 'slow group'; he takes 'advanced and ordinary'.

11 Biology - request from subject master to help students read the text. I prepare guide. Class teachers and I team teach around each guide.

8 Maths - Each class comes to my room once a week. I work with slower students on basic operations. Class teacher continues with 'normal' work. Referred by subject master.

I was asked by the teacher to work in the class with her so that the class could be divided into 2 groups. We cover the same work with them, but are able to give greater individual attention because of fewer discipline problems.

Lesson planned jointly beforehand. Most often class is divided into two separate groups (sometimes alternating the groups between the two teachers) but one class is taken entirely on a team-teaching basis.

The foregoing comments demonstrate the wide range of activities which took place in classes where resource and class teachers worked together. The particular arrangements suited the different circumstances and personalities involved. Although there were variations in style there was nevertheless a commonality of focus. Almost invariably the arrangement was aimed at the improved presentation of the curriculum. In no way could the program be said to be oriented towards Mainstreaming of Exceptional Children. The only group of students to be regularly mentioned was the slower group but these were not identified as being integrated from special education backgrounds.

(a) Benefits of team teaching

	No. of times mentioned
Better pupil attitude and motivation	28
Improved pupil performance	25
More individual attention	15
Development of resource role	7
Inservice to class teachers	5
Better knowledge of students	5
Class teacher's response	4
More interesting work	3
Reduced teacher tension	2
Very little	1

The above benefits are listed in order of frequency. The information was only obtained in 1976.

(b) Problems of team teaching

	No. of times mentioned
None	29
Time available	9
Responsibility left to resource teacher	7
Different discipline standards	4
Difficulties in team co-operation	3

Space	2
Parental opposition	1
Syllabus inflexibility	1
Benefit only shows when R.T. involved	1
Student loyalties divided between two teachers	1

In general, resource teachers appeared satisfied with the teaming arrangements of all kinds. Relatively few comments were received which suggested that they had experienced any unwelcome responses. Two teachers in 1978 commented:

> I found the teacher relied on me totally - even to the extent of not fronting when one teacher's student teacher was due for an Observation Lesson. So the student teacher observed me. That's when I opted out of that situation.
>
> Minimal shared planning - mainly because teacher is still reluctant to engage in detailed lesson preparation.

(c) Changes needed in work in class teachers

	No. of times mentioned
None	22
Improve planning	10
More time	9
More class teacher involvement	6
More staff	3
More parents	2
More individual programming	2
Enlarge space	2
Work with a stronger teacher	1
Modify syllabus	1

The 1976 questionnaire specifically asked what changes resource teachers would like to make in team teaching situations if they could. As the above list shows the majority of responses were satisfied with existing arrangements. In six instances more class teacher involvement was desired but this along with the other suggestions can be seen as a constructive comment which could lead to the improvement of the relationship.

6. TEACHING REGULAR CLASSES

A. Extent of Resource Teacher Involvement

In each year a significant number of resource teachers were found to be teaching regular classes in addition to their resource teacher duties. Of these some chose to continue class teaching whilst others would have preferred not to but were assigned to the task.

Table 36

PERCENTAGE OF RESOURCE TEACHERS WHO TAUGHT REGULAR CLASSES

1976-1978

	% of R.T.'s who do teach classes	% of R.T.'s who teach classes because they chose to	% of R.T.'s who are assigned to teach classes
1976	57.2	22.8	34.4
1977	50.0	28.3	21.7
1978	62.5	33.3	29.2

Table 36 shows that at least half the sample taught classes on a regular basis in addition to their resource teaching duties. By 1978, a third of the resource teachers actually chose to teach these classes. More interesting perhaps is the fact that a substantial proportion of resource teachers do not choose to teach regular classes but are assigned to this work. Whereas the proportion choosing to teach classes rose steadily during the review period, that being assigned to classes showed more fluctuation. In 1977 the proportion assigned fell by 12.7 per cent (34.4% to 21.7%). However in 1978 the percentage involved rose to nearly the 1976 level (21.7% to 29.2%).

In terms of the 4 per cent fall in overall resource teacher involvement in class teaching from 1976 to 1977, we find that two movements occurred. 12.7 per cent of resource teachers were no longer assigned but an additional five per cent now chose to teach classes. That is, the overall fall in numbers assigned was offset by an increased number volunteering for class work. The 1978 increase in class teaching of 12.5 per cent was made up of an additional 5 per cent who chose this work and 7.5 per cent who did not choose but were again assigned.

Teachers gave a variety of reasons for continuing to teach:

> I like to keep my hand in.
> I enjoy class teaching.
> It shows the staff that I can perform as well as them in the classroom.

Table 37

TEACHING REGULAR CLASSES: AMOUNT OF TIME SPENT BY % OF R.T.'s IN TEACHING REGULAR CLASSES, 1976 to 1978

	0 Hours	0 to 5 Hours	5 to 10 Hours	10 Hours
1976	42.8	42.8	11.4	2.8
1977	50.0	36.9	8.7	2.2
1978	37.4	35.4	25.0	2.1

Table 37 shows that the percentage of resource teachers not teaching classes has fluctuated considerably over the period; a rise in 1977 being offset by a larger fall in 1978. By 1978, in fact close to two thirds of the sample were involved in class teaching.

Besides this increase in numbers involved in class teaching, there also occurred an increase in the number of hours spent in such work. This verifies the data already provided in Table 36, that is, more resource teachers were teaching classes for longer periods in 1978 than in 1976. These findings are supported by the following table.

Table 38

TEACHING REGULAR CLASSES: AMOUNT OF TIME TEACHING REGULAR CLASSES

	Mean # of hours per week	Percentage of scheduled time	Range in hours
1976	2.3	12.2	0 - 10.5
1977	2.2	10.4	0 - 13.5
1978	3.3	17.5	0 - 14.6

The mean amount of time spent teaching classes can be seen to rise over the period. This is reflected in the percentage of scheduled time taken up. By 1978 nearly one-fifth of the available resource time was being utilized in such work (17.5 per cent). The range of hours also widened considerably. By 1978 one resource teacher was spending fourteen and a half hours each week as a regular class teacher and four others were so engaged for nine or more hours.

Table 39

TEACHING REGULAR CLASSES: NUMBER OF CLASSES TAUGHT BY PERCENTAGES OF RESOURCE TEACHERS, 1976-1978

	Number of classes taught				
	1	2	3	4	5+
1976	25.7	22.8	5.7	5.7	0 %
1977	28.3	13.0	6.5	2.2	0 %
1978	33.3	18.7	2.1	0	4.2 %

The greater proportion of resource teachers are indicated as teaching one or two classes each week. The percentage teaching more than two classes declined over the three year period.

B. Types of Classes Taught

Resource teachers were frequently given very low level classes to teach. The theory appeared to be, "You know how to teach such children, therefore you have them all together". This certainly applied to those resource teachers who were assigned classes. Those teachers who chose to teach were generally more favoured and often chose above average classes in their own subject area. Thus one teacher taught Modern History with years 11 and 12, another taught German, two French, two Physical Education.

Most class teaching however, was done with low level classes in English. Frequently these classes became Reading classes and were provided for the poorest readers who were not being catered for otherwise.

C. Additional Comments Provided to Help Understand the Resource Teacher's Role

Teachers were asked to provide comments if they felt they were needed. The most surprising one was that several teachers referred to themselves as REMEDIAL TEACHERS. This occurred in each of the three years and was closely related to the source of training. It was found that Kelvin Grove C.A.E. graduates did not use this term whereas teachers trained by the Department of Education did. Comments also indicated the high level of pressure which could be exerted by the school on the role and the lack of a clear role description as a criterion against which they could argue.

> Have found great difficulty in defining and understanding my role as a resource teacher. My view differs from that of the principal causing some problems. I feel the need for greater definition of this role... Am finding the role difficult.
>
> The role of the resource teacher is formulated to a large degree by the administration of a particular school. Next year, for instance, I have been told that I shall be having a half teaching load as staff has been cut back. I am seen as a teacher who will "remedy" deficiencies in students learning but I must withdraw students rather than work in classrooms.
>
> My most frequent source of frustration has been that I feel a moral responsibility for disadvantaged students but I have lacked the status or authority that gives me access to such students. Because there is no clear statement of my authority and I am frequently seen by some teachers to be seeking permission to do this or that, I am viewed by some to hold a weak position in the school.
>
> I don't see myself as a resource teacher. I am a remedial teacher. My primary purpose is to improve the students' literacy.

The opportunity to make comments gave teachers the chance to air their grievances and many did. A lack of control over their program seemed to concern many teachers. They felt that they were directed into unprofitable areas, misemployed as remedial teachers or even used as relief teachers to fill-in gaps when class teachers were away or left. One teacher was called upon to replace a teacher on long service leave or similar absence for three lengthy periods in one year.

Another major area of concern was being overwhelmed by the amount of work to be done. The provision of a single resource teacher in a large school was seen as most inadequate. Teachers either did too much and said they were spread "too thinly" or concentrated on specific areas in which case they felt guilty for not doing all that was required.

By 1978 teachers' comments consistently showed a desire to be more involved in in-class support. Teachers frequently admitted a remedial emphasis to their program but indicated they would try to change this. The following comment exemplifies this mood.

> Small-time remedial teacher. Don't feel I get any support from principal. Will try next year not withdrawing from the class but to work with the class room teacher to prepare work that will assist the child in the subject area.

Discussion

In-class support programs were found to vary not only in terms of the amount of resource teacher time allocated to the activity but more significantly in terms of the role carried out by the resource teacher. The descriptive comments quoted supply ample evidence of the enormous differences that existed between in-class support programs. Indeed it appears that the term 'in-class support' is as misleading in itself as the title 'resource teacher' has been as described previously in Chapter 2.

The mean amount of time devoted to this form of activity rose during the period to occupy about a quarter of all resource teacher teacher time by 1978. However, a substantial number of resource teachers, one fifth, were not engaged in in-class support by 1978 so that it can in no way be regarded as a universal form of involvement. This is surprising since the Report of the Joint Advisory Committee, which formed the basis for the secondary resource role, explicitly specified that this was to be a major component of the new role. The evidence shows instead that withdrawalof small groups was a far more frequent activity throughout the three year period. This never fell below 93 per cent of time scheduled for the activities specified whereas in-class support never rose above 85 per cent.

When the involvement in these two activities is compared as a percentage of total scheduled time, we find an even greater discrepancy. Small group withdrawal accounted for some 49 per cent of scheduled time in 1976 and 1977 and fell to 42 per cent in 1978. On the other hand, in-class support was allocated 15 per cent of scheduled time in 1976, 11 per cent in 1977 and 26 per cent in 1978. When individual withdrawl is aggregated with small group withdrawal we find that the percentage of time devoted to these combined activities was 70 per cent in 1976, 67 per cent in 1977 and 56 per cent in 1978. Thus whilst the withdrawal function declined over the three year period it, at all times, was far more heavily supported than in-class support. It would appear therefore that the withdrawal resource-room remedial model existed to a far greater extent in Queensland secondary schools than did the in-class resource teacher support model.

Chapter 7

CASE STUDIES: RESOURCE PROGRAMS IN FOUR SCHOOLS

A. INTRODUCTION

The case study approach was chosen to permit a more detailed examination of the resource program in schools located in different resource program categories. One school was selected from each of the three resource categories described in Chapter 6, that is, Resource Room, Balanced Resource Role, and In-Class Resource. A fourth school was selected as an example of a school which had changed the orientation of its resource program. The school chosen, school 12, had moved from a Resource Room program in 1976 to a Balanced Resource Role in 1977 to an In-Class Resource orientation in 1978. Schools which used their resource teacher as a class teacher for more than half of their scheduled weekly time were not considered for case study as they were no longer categorised as using a resource teacher model. Informal enquiries were made in two of these schools, however, and the reasons given for abandoment of the resource role are discussed.

The case studies provided are based on interviews conducted in the selected schools. The principal of each school was interviewed in order to establish the school administrator's perception of the resource role in his school. In schools 29, Balanced Resource Role, and 48, Resource Room, the deputy principal was also interviewed because he was described as being 'responsible' for the day to day running of the resource program. A twenty question list was used to structure these interviews (see Appendix 10.1).

The interviews sought principals' opinions of:

(i) the reasons why resource teachers were introduced;

(ii) the methods used to introduce the resource role;

(iii) the recruitment and training of resource teachers;

(iv) development of the resource role in the principal's school.

Class teachers were also interviewed to obtain their perceptions of various aspects of the resource program. The questions asked were divided into four sections.

1. Role of the resource teacher

This section sought to establish how well and in what manner class teachers were introduced to the role of the resource teacher. They were also asked what they understood this role to be.

2. Working with resource teachers

Class teachers were asked how frequently they worked with resource teachers and what forms these contacts took. They were then asked how highly they valued these contacts and what benefits, if any, they thought they gained from them.

3. Recruitment of resource teachers

The status of the resource teacher in the eyes of class teachers was perceived to be a key factor in facilitating recruitment of teachers to the role. The questionnaire therefore asked how attractive the role of the resource teacher seemed to be and whether it was likely to be valuable experience for a teacher seeking promotion. Teachers were also asked what kind of person was needed as a resource teacher.

4. The future of resource teaching

The final section tried to establish the level of importance which class teachers attributed to the resource role and to ascertain their reasons for such an opinion. They were therefore asked whether they thought it important that the resource role continue. In addition, they were also asked whether they thought it likely that the role would be allowed to continue. This was to see whether teachers perceived any future in the role or whether they thought it likely to phase out in the near future and thus not be worth the effort involved in attending a training course.

The final interview in each school was conducted with the resource teacher and sought to establish her perception of her role and influence within the school. These interviews were not structured around a questionnaire as were those with the class teachers. A certain amount was already known about each program and the resource teacher interview therefore followed a somewhat idiosyncratic pattern in each school.

Prior to the four final case studies, two pilot studies were conducted in two other schools to trial the interview design and questionnaire format. The interview approach was found to be satisfactory but the questionnaire was restructured, the revised format of this form proving highly satisfactory (see Appendix 10.2)

B. CASE STUDY 1 SCHOOL 48

RESOURCE ROLE CATEGORY: RESOURCE ROOM

Interviews conducted with:

Principal
Deputy Principal
6 Class Teachers
Resource Teacher

1. DISCUSSION

School 48 was chosen for closer study because it employed a resource room program. Data were available for this school only for two years, 1977 and 1978. In 1977, resource room programs, individual and small group withdrawals, accounted for 86.5 per cent of the resource teacher's scheduled support time. By 1978, this form of activity monopolised the resource program. In comparison the mean figures for the sample as a whole for resource room withdrawal were, for 1977, 67.5 per cent and for 1978, 56.5 per cent. Where this activity declined by 11 per cent over the two years for the whole sample, it rose by 13.5 per cent in School 48.

(a) Introduction of the Resource Role to the School

Teachers in this school were not formally introduced to the resource role. The Deputy Principal who had been at the school for only one year, had produced a handbook for members of staff which included a description of the role written by the resource teacher. This was not recalled by any of the teachers interviewed. One teacher, who had been at the school for sixteen years, said he was not introduced to the resource teacher role because he had:

> ... not come into contact with one.

The Principal was not in a much better position. His first resource teacher arrived at the school without any prior notice or briefing being given to the Principal. He received written instructions after the teacher had commenced at his school. His second resource teacher arrived from interstate and entered the Queensland teaching force directly into the resource role. This teacher went home from the job interview thinking she was to be an audio-visual materials resource person.

None of the staff interviewed at School 48 was aware of the Report of the Joint Advisory Committee sent to all schools in 1974. The Principal and Deputy did know of the Guide to Resource Teaching provided in the Administrative Guidelines which were available in the school. Thus, the role of the resource teacher in this school was formulated in the light of the personal preferences of the Principal and resource teacher who was in fact an ex-remedial teacher. The Principal was aware of the broader connotation to resource work but insisted that what he needed was remedial work for the many low ability students in the school. In his opinion these students should never get to high school and only led to a lowering of standards when they did.

(b) Development of the Resource Role

As noted above, the role development at this school appeared to have taken place without recognition of the Joint Advisory Committee Report and the philosophy underlying resource teaching.

In the absence of such guidelines, the role developed as a withdrawal program. The first resource teacher, who graduated from the Kelvin Grove College program, did allocate about 13 per cent of her scheduled time to in-class resource. When she left she was replaced by an ex-remedial teacher from interstate, who with the approval of the Principal, discontinued the in-class support and movedentirely to resource room withdrawal.

The principal, deputy principal and resource teacher were all at great pains to justify this orientation. They assessed the school situation and concluded that its needs were best served by a withdrawal remedial program. As the Principal said:

> What we need are more remedial teachers, not resource teachers.

(c) Relationship to Principal

The resource teacher did not have a close working relationship with the principal although he did have every confidence in her ability to do the job described above. The principal rated the frequency of his professional contacts with the resource teacher at 3 on a 5 point scale. However, he rated the value of these contacts at 5.

The resource teacher did not attend meetings of senior staff such as subject masters/mistresses. Thus, although she was seen as responsible for the lower achieving students, she was not expected to be an advocate for them in any policy planning discussions. Her relationship to the principal consisted of giving information about particular students when she was asked. The principal did feel however, that the functioning of the role could be improved by, "more frequent reporting".

(d) Relationship to Teachers

The only teachers to have professional contact with the resource teacher were some who taught year eight classes for English or Mathematics or a Modern Language. These teachers had the weakest students removed from their classes to be taught by the resource teacher.

The work in the resource room concentrated on basic skills and was not related to the subject programs in the year eight classroom. No policy existed for helping these students adjust to year nine work when the resource room program phased out for them at the end of year eight. Contact between the class teacher and the resource teacher was limited to, referrals which were verbal and informal, discussions of the student assessment results when the resource teacher completed her interviewing of referred students, and occasional informal discussions regarding the progress of particular students in the resource room program. The deputy principal, who took a class so that the resource teacher could continue full-time in her program, described one such relationship. He referred a student into the resource room program. After working with the student for a month, the resource teacher advised the deputy that the student did not need withdrawal work and was 'too good' for her group, whereupon the boy was returned to the normal classroom.

Class teacher perceptions of the resource role were very unclear. Those interviewed saw it as a remedial role, had not had an opportunity to participate in the development of a role description and had no desire to take on the job.

The resource teacher made no formal contribution to staff development and no evidence was found to suggest that informal benefits were accruing to those teachers who were in contact with the incumbent. The benefit of the program, as far as these teachers were concerned, was that they had the weakest students removed from their classes. To the extent that their class sizes were reduced and the lowest ability students were receiving 'specialised' help, these teachers favoured resource teaching and thought more resource teachers should be provided. Class teachers therefore supported the resource role in School 48. No adverse comments were made about the teacher; indeed, all felt she was doing an important and necessary job even though they did not know much about it. Some suggestions were made, which indicated that teachers who had been in contact with a resource teacher in other schools would have favoured a broadening of the role. At this point, however, confusion appeared as to just what a wider role would encompass.

(e) Problems Existing

The sample of teachers interviewed at this school were not clear about the resource role and few had professional contact with the resource teacher. No formal induction program was ever carried out. This meant that teachers had not been fully aware of the role possibilities and had never been involved in determining what dimensions should be developed. The lack of an induction program also meant that the socialisation process among teachers introduced incoming teachers to the resource room concept of resource teaching which existed in the school. Thus the removal of professional contact between class and resource teacher would be continued from generation to generation of teachers.

Resource teaching in this school was therefore extremely insular and quite idiosyncratic. No external support, role description, resource teacher seminars or principal's seminars appeared to be available. Thus the role was extremely limited and its influence confined to those students who were withdrawn from the classroom. The deputy principal, who had seen a different resource role in his other school as an English subject master, was quite convinced that the exigencies of School 48 were such that the withdrawal resource program was the model most suited to the school. He believed that the development of totally different resource roles in different schools was quite legitimate and desirable.

2. RESOURCE TEACHER WORK PROGRAM 1977, 1978

(a) Allocations of Hours Per Week

Table 40

SCHOOL 48: ALLOCATION OF HOURS PER WEEK IN RESOURCE TEACHER PROGRAM 1977-78

	Number of Scheduled Support Hours		Withdrawing Individuals		Withdrawing Small Groups		In-Class Resource		Teaching Regular Classes	
1976	-	(19.0)	-	(4.1)	-	(10.3)	-	(2.8)	-	(2.7)
1977	16.4	(20.9)	1.5	(3.7)	12.7	(10.4)	2.2	(4.6)	0.0	(2.1)
1978	24.0	(19.1)	6.0	(2.7)	18.0	(8.0)	0.0	(4.9)	0.0	(3.3)

* Figures in parenthesis show the mean number of hours spent by all secondary resource teachers sampled.

School 48 did not have a resource teacher in 1976 and data is only available for 1977, 1978.

The data for 1978 show that all the resource teacher's scheduled support time was devoted to withdrawal work in the resource room. No time was used for in-class support or regular class teaching, two activities which accounted for 8.2 hours per week for the sample as a whole. School 48 had indicated a small amount of in-class support in 1977, 2.2 hours against a mean for the sample of 4.6 hours. The 1978 resource room program showed a heavy bias towards small group work, 18 hours against 6 hours for individual withdrawal. However, the latter figure was considerably above the mean of 2.7 hours for the sample as a whole.

(b) Allocation of Resource Teacher Time as a Percentage of Scheduled Time

Table 41

SCHOOL 48: ALLOCATION OF RESOURCE TEACHER TIME AS A PERCENTAGE OF SCHEDULED SUPPORT TIME

	Number of Scheduled Support Hours	Withdrawing Individuals	Withdrawing Small Groups	In-Class Teaching Resource	In-Class Teaching Regular Classes
1977	16.4 (20.9)	9.1 (17.8)*	77.4 (49.7)	13.4 (22.0)	0.0 (10.4)
1978	24.0 (19.1)	25.0 (14.3)	75.0 (42.2)	0.0 (25.9)	0.0 (17.5)

* Figures in parenthesis show means for the full sample.

As in the other case studies, the conversion of hours to a percentage of total scheduled support time clarifies the emphasis which is given to different aspects of the resource program.

By 1978, School 48 had evolved a program which apportioned no time to in-class support or to class teaching. Instead 75 per cent of scheduled support time was allocated to small group work compared with the mean for the sample of 42 per cent. Individual work was also nearly twice the mean, 25 per cent compared with 14 per cent. In terms of periods per week, the resource teacher spent thirty periods in direct resource room withdrawal, the remaining five periods being reserved for preparation.

(c) Resource Room Program

The resource teacher at School 48 had been appointed to the position upon her arrival in Queensland. Her prior experience had been in withdrawal remedial programs and she adopted this model in her new school. Interviews with the principal and deputy principal strongly supported a remedial withdrawal program. The rationale for this orientation being that the school had large numbers of students of low ability and drew population from an extremely disadvantaged area. Many pupils were said to come from broken or single parent homes.

Withdrawal was organised around the school timetable and was geared to the grade eight level. Students who had or were problems in class were assigned to the resource teacher during Mathematics (five periods per week), English (five periods per week) and French (three periods per week). Word done in the resource room was at the level of basic skills in literacy and numeracy. Informal discussions were held with class teachers particularly when new cases were referred to the resource teacher. The individual work done with students also involved testing, as each student referred was assessed before being accepted into the program. Test results were communicated to the referring teacher and the case discussed at which time a decision was made as to whether the student was in need of withdrawal help.

3. SCHOOL 48: INTERVIEW WITH DEPUTY PRINCIPAL

Introduction

Had had experience with a resource teacher in one other school prior to this school. Two entirely different models had evolved because of different school populations. Previously school in a middle-class suburb used resource teacher in classroom resource and withdrawal work. Present school had a very low ability group and required remedial input. Last school used the resource teacher to teach ordinary classes which was a waste.

Q.1 Why were resource teachers introduced into Queensland secondary schools?

A. Did not know why resource teachers were introduced. Presumed it was to help low achievers.

Q.2 Given the criteria suggested by Q.1, do you think your school qualified for a resource teacher? In what ways?

A. Yes. Greatly varied population, indigenous, disadvantaged.

Q.3 Did you request or were you assigned a resource teacher?

A. Presume one was assigned, schools are not consulted about the appointment to his knowledge.

Q.4 How was the proposed role for resource teachers communicated to you?

A. Told about it by the principal at a subject masters meeting. We then had to tell our teachers about the role. I was the English subject master and was made responsible. I now issue a handbook each year to new teachers which includes a description of the resource teacher's role.

Q.5 How were class teachers made aware of this new role?

A. Teacher was very enthusiastic and it was left to her to contact teachers and subject teachers.

Q.6 What planning was carried out at this school, prior to the appointment of the resource teacher?

A. None

Q.7 Did any relationship exist between the training program for resource teachers and the school prior to or after the appointment of a resource teacher?

A. None

Q.8 What effect did the introduction of this new role have on the roles of other staff members? Did any conflict of roles arise? How have these been resolved?

A. Many teachers were upset at a new specialist being introduced and thought they would be 'just another adviser' who wouldn't teach. People did not know what to expect as they were never told. A common impression was that they were audio-visual people. Problems have now been resolved and teachers generally think the resource teacher does a good job.

Q.9 What is the present role of the resource teachers in this school in relation to:

(a) other teachers
(b) students
(c) administration
(d) in-service (formal or in-formal)
(e) communities or persons outside the school?

A. (a) Resource teacher has a good relationship with class teachers. They wouldn't be without her because they cannot cope with the children she teaches.

(b) One third of our children come from disadvantaged homes or single parent families. There is a big need for remedial, not so much resource, but remedial work. Remedial is helping children to reach what we would call a competent level in reading and writing. If they can't cope with the normal maths for example, they are taken out by the resource teacher. Every maths lesson therefore, they go to the resource teacher. We need to establish different levels of programs and need a remedial type teacher to cater for the bottom level. In other schools though they may not have our problems and so could opt for resource work in classrooms. We have a large number of indigenous students as well as low ability students. Most of the resource teacher's work would be with indigenous children, maybe two thirds.

Resource teacher does not teach any classes, teaches thirty periods with remedial groups and has five periods for preparation. She works only in Maths and English.

Withdrawal is done from Maths, English and a foreign language. Students who cannot cope in those subjects to to Mrs. A. for the number of periods in that subject.

(c) Administration in this school fully supports the remedial/resource model and both the deputy principal and senior mistress take classes so that the resource teachers does not have to teach. If this had not occurred, the resource teacher would have had to take up to a third of a teaching load and would not have been able to take groups of students who need her help. Grade 7 Battery results not really taken into account in assigning students in Grade 8. They are one factor but the resource teacher and the guidance officer test all grade 8 students in Maths and English on entry to the school. Grade 7 Battery needs re-norming, it is perfectly obvious that a lot of material in it is out of data and needs updating and re-norming. They don't determine a child's future.

(d) No inservice function is provided by the resource teacher in this school. She is so busy she hasn't time.

(e) Liaison with feeder primary schools limited to questionnaires sent out and visits by the grade 7 children to our school for one day.

Q.10 Where is the main thrust of the resource teacher role directed?

A. Mainly a remedial program.

Q.11 To whom is the resource teacher responsible and how is this duty discharged?

A. To the principal directly but often with the deputy who is responsible for the day to day running of the school program.

Q.12 What type of person is likely to succeed as a resource teacher?

A. I really feel an older person is better. Young people just do not understand the problems associated with one parent families and disadvantaged situations. Our resource teacher is a mother and serves as a mother-figure to whom our children can relate.

It might be unfair to say that young resource teachers do not get the co-operation of the rest of the staff but I think it is true. Many teachers would see a young teacher as fresh off a course and not able to help with their problems. Do need to be sincere and consistent with students. Our low level achievers from poor economic circumstances will often relate to Mrs. A. and tell her things that should go to a guidance officer or even a church counsellor.

Q.13 To what extent are suitable people being encouraged to take up resource teaching? Who or what by?

A. I don't know. No one has ever been asked in our school. I have never seen a communication from the college saying that they wanted resource teachers. There is a 'green-thing' up on the board there but in the last few months I've never been aware of any call from the college. We only hear from the Department through the E.O.G. No one is actually soliciting resource teachers.

Q.14 What factors may discourage teachers from taking up this role?

A. Probably depends on the type of resource teaching seen in the particular school. Teachers would have to base their ideas on what they see because there is no clearly defined area or job description.

Q.15 Is the role seen as one which improves one's chances of future promotion?

A. Clearly no. Where can they go from there? How can they be promoted from there? What position do they go to from resource teacher? Is it to guidance officer? They are not equivalent to subject masters salary wise and under the present appraisement system they would have to have been absolutely outstanding prior to becoming resource teachers. They can't get promotion.

Does not seem any need for potential administrators, subject masters, deputies, to spend a year or more as a resource teacher to find out that a resource teacher is a very valuable member in the school.

Q.16 To what extent is the training program producing competent resource teachers who meet the school's needs?

A. People I have met have been very good.

Q.17 What advantages, if any, accrue to the school from the installation of a resource teacher program?

A. Tangible benefits accrue. We see improvements in students, they not only perform better but gain in confidence. Truancy and behaviour problems are reduced when the stress of having to perform is reduced.

Q.18 What disadvantages, if any, accrue to the school from the installation of a resource teacher program?

A. Only possible disadvantages are that the role is not recognised sufficiently enough to be taken into account in the staffing. It would be most unfair for a resource teacher to have to teach. Only possible disadvantage is on class size for other teachers who have to cover but that occurs anyway when we have groups of say fourteen for grade 12 French or German. There have to be larger classes lower down to cater for these so why not for resource teachers?

Q.19 Is it desirable, at this stage, to offer an inservice program within the school, on how a resource teacher might be effectively utilised?

A. Could only be of advantage to students and staff. Would be more important in a school with a high staff turnover to help new teachers understand the role of the resource teacher.

Q.20 What support, if any, needs to be provided that will assist in the more effective deployment of resource teachers?

A. Need to look more carefully at the needs of each particular school when staffing for resource teachers. Phys. Ed., Manual Training, Home Economics are staffed according to needs, I think resource teachers should be too. In a school like this with a high number of low achievers taking all the resource teacher's time, the other students are being disadvantaged by having no input from her.

I am very happy with the work our resource teacher does.

4. SCHOOL 48: PERCEPTIONS OF CLASS TEACHERS

Six class teachers chosen at random were interviewed in this school. In addition the questionnaire was completed by the principal and by the guidance officer.

(a) Biographical Details

Table 42

SCHOOL 48: BIOGRAPHICAL DETAILS OF STAFF INTERVIEWED

Number of Years Teaching	Subjects Taught	Age Bracket	Sex	Number of Years at School
8	Guidance Officer	< 30	F	1
25	English/Maths	40+	M	16
15	Science	30-40	M	10
12	Commercial	30-40	F	4
7	Art	< 30	F	3
5	Geography	< 30	M	2
3	English/French	< 30	F	2

The sample provided a wide range of teaching subjects and years of experience in the school.

(b) Responses to Questionnaire

NOTE: The questionnaire asked for responses to be marked from a LOW of 1 to a HIGH of 5. D.K. (Don't Know) was to be used only where no opinion was held.

1. Role of the resource teacher

Q.1.1 *How well do you think you understand the planned role of the resource teacher?*

Class Teacher ratings(1): 1, 1, 1, 2, 2, 3 $\bar{x} = 1.6$

Ranked position of class teacher responses: 8th

The Guidance Officer rated this question 5, and the Principal 3.

Class teacher and Principal's ratings showed all were unsure of the role. In fact, fifty per cent of the teachers rated their understanding at the lowest possible level. Only the Guidance Officer provided a positive view of her understanding of the resource role.

Q.1.2 *What do you understand the resource teacher role to be?*

Most of the sample suggested that the resource teacher's job was to help with slow learners. Materials location and provision were also seen as important. The teacher who had been sixteen years at the school thought the resource teacher's job was:

> To find, make available to teachers material which would enhance a lesson, make it more interesting, factual.

---

(1) The mean of the ratings given by the teachers interviewed was taken to show an overall perception for the group. The mean ratings for the eleven questions rated were then ranked. The question which received the highest mean rating was ranked first. It is therefore possible to obtain some indication of the relative strength of the teachers' responses to the different questions.

The Guidance Officer also saw materials being the focus of the role although with a different connotation.

> To provide resources within and without the classroom to students who may be in need of extra assistance. This could include the bright child as well as the lower ability student.

In complete contrast to these views, the principal suggested the role consisted of:

> Remedial work with students who for one reason or another do not achieve at a certain minimal level.

These descriptions indicate at best a degree of confusion as to the role and at worst a conflict of opinion as to what might be expected. Unfortunately, no mechanism was available in the school to allow these differences to be resolved.

Q.1.3 *How were you introduced to the resource teacher role?*

The responses received did not mention any formal process of introduction to the resource role. Neither did anyone mention the handbook containing a role description, which the deputy principal said was distributed to all teachers. The responses received pointed towards personal contact as the most common means of introduction.

> Existence of a resource teacher at school who assists with slow learners.
>
> Seen around school.
>
> Talked in staffroom.
>
> Have not come into contact with one.

Two teachers said that they learned of the role in other schools where they had taught. The Guidance Officer said she learned of the role by working with the resource teacher.

The principal's introduction to the role is particularly interesting:

> By the arrival of a resource teacher followed by written instructions later.

Such an introduction of course precluded the development of any induction activities designed to prepare the receiving staff.

Q.1.4 *How well was this introduction carried out?*

Class teachers' ratings: 1, 1, 1, 2, 3, 4 $\bar{x}$ = 2.0

Ranked position: 5th

Principal's rating: 2

Guidance Officer's rating: 5

The teachers' ratings vary. Four of the six teachers placed the introduction very low on the scale. Only one teacher, who had learned of the role in another school, used a positive rating of 4.

The principal and the guidance officer were in sharp contrast. The principal, responsible for development of the role, was most unhappy about the way in which he learned of the role. The guidance officer, through personal contact, was very pleased.

Q.1.5 *How satisfied are you with the role?*

Class teacher ratings: 1, 1, 3, 3, 3, D.K.1 $\bar{x}$ = 1.8

Ranked position: 6th

Principal's score: 4

Guidance Officer's score: 3

The person who replied D.K. did not come into contact with the resource teacher and said he had no opinion. The general opinion seemed to be neutral.

Q.1.6 *What changes, if any, would you like in the role?*

The principal commented:

> I am satisfied with the work in this school. More regular reporting would help.

The guidance officer differed and recommended:

> Less emphasis placed on handling of slow readers, i.e. less remedial work.

Class teachers comments were:

> Would like a resource teacher in this school instead of a remedial teacher.
>
> More of them made available.
>
> A definition of roles to members of the teaching staff.

The principal was supported by one teacher who would like to see the present situation continue in an expanded form.

The guidance officer is similarly supported by one teacher who would like to move away from remedial and into resource work.

The last example demonstrates the insecurity which exists for some people by asking that the role be clarified. Taken together we can see that substantial differences exist within the staff regarding what the role of the resource teacher should be.

2. Working with resource teachers

Q.2.1 *How often are you in professional contact with a resource teacher?*

Class teacher ratings: 1, 1, 1, 1, 2, 2 $\bar{x} = 1.3$

Ranked position of response: 11th (last)

Principal's score: 3

Guidance Officer's score: 5

The mean response of the class teachers was the lowest of all questions. All teachers indicated very low rate of professional contact with the resource teacher. Even the principal could only score 3. The guidance officer was again alone in giving a positive response.

Q.2.2 *What form does this contact take?*

The two teachers who scored 2 in Question 2.1 above indicated occasional discussions about students from their classes for remedial work. Other responses were all 'Nil'. Guidance officer contact involved:

> Discussion of students with special difficulties - those whom a guidance counselling follow-up program could benefit.

The principal's contacts were limited to:

> Discussion of individual students.

No person suggested meeting with the resource teacher to discuss broader planning or policy issues. Any contacts made were limited to progress reports.

Q.2.3 *How highly do you rate the value of these contacts?*

Class teacher ratings: 1, 1, 1, 1, 3, 4 $\bar{x} = 1.8$

Ranked position of response: 6th

Principal and guidance officer both rated their contacts at 5.

The class teachers with no professional contacts scored the question at 1. The two teachers with a small amount of contact were more positive although not strongly so. The guidance officer and principal both thought very highly of their resource teacher contacts.

Q.2.4 *What benefits, short and long-term, do these contacts provide for you?*

Again the teachers with no contacts had no answer to give. The two who had some contact said:

> Very few.
>
> Gives me another view of those lads.

The principal thought he was provided with a:

> Knowledge of present achievement and a forecast for future.

For the guidance officer, the contacts provided:

> A large amount of information about the student's work at school etc. and in the resource teacher's groups.

Q.2.5 *What contributions can a resource teacher make to staff development?*

Two teachers had no opinion on this topic. One said:

> None.

All the other three teachers had positive but differing opinions as follows:

> Help plan and work with wide range of ability.
>
> Make teachers aware of facilities and resources available to different subject areas.
>
> Could help with information about remedial kids and work.

The principal thought the benefit to be derived was that the resource teacher could:

> discuss individual students and the approach that is most suitable.

The guidance officer had a similar opinion:

> By providing information on particular students' needs - thus lightening the teacher's load.

Three of these opinions relate to individual work and the information to be derived from the resource teacher's withdrawal program. Two of the class teachers demonstrated a wider concept of the role but, as already indicated, there is no opportunity in this school for such developments.

Q.2.6 *How highly would you rate these contributions?*

Class teacher ratings: 1, 3, 4, 5, D.K., 2 $\bar{x}$ = 2.2

Mean score ranking: 4th

Principal and guidance officer both scored: 5

The three teachers who had made suggestions reported above in Question 2.5, rated these possible contributions 3, 4, 5. This is a significant change when compared to their evaluation of the actual contacts made with the resource teacher.

It would appear from the responses to Section 2 that teachers saw more potential for the resource role than was currently being provided. Very little contact with the resource teacher was taking place but teachers were positive about these contacts being increased through a broadening of the resource concept. No opportunity, however, seemed to exist for teachers to have input into the definition of the resource role in the school.

3. Recruitment of resource teachers

Q.3.1 *How attractive is the job of a resource teacher to you?*

Class teacher ratings: 1, 1, 1, 1, 2, 3 $\bar{x} = 1.5$

Ranked position: 9th

Principal's rating: 1

Guidance Officer's rating: 2

The perceptions of all surveyed, as rated by this question, suggested that the job of a resource teacher was most unattractive. The highest rating given, 3, came from a teacher who had had contact with a resource teacher in another school.

Q.3.2 *Say why (the job of a resource teacher is attractive or not)?*

Only one person responded positively to this question. This was the person who scored 3 to Question 3.1 above. Other responses varied in their reasons for not being attracted to the job.

Too isolated in the school.
Don't like remedial work.
Don't know enough about the job.
I'm interested in management.
Interested in my subject.

Two responses had negative connotations about the job; two showed satisfaction in other areas and one did not know enough to decide. Even the one positive response was conditional and implied dissatisfaction with the role in the school.

Seems interesting if done properly.

Q.3.3 *What kind of person is needed as a resource teacher?*

Descriptions used were: caring person, able to develop great rapport with students, compassionate but cool and calm, energetic, keen, intelligent, good organiser, patient, dedicated, understanding, sociable, diverse subject area training.

Care, compassion, patience and understanding seem to be stressed by these descriptions. Only one teacher suggested energetic, keen, intelligent and a good organiser. These perceptions appear to relate more to a perceived remedial withdrawal role rather than to an in-class support to the class teacher.

Q.3.4 *How much is a period as a resource teacher LIKELY to HELP a teacher's promotion prospects?*

Class teacher ratings: 1, 1, 1, 3, 3, D.K. 1 $\bar{x} = 1.5$

Ranked position: 9th

Principal's rating: 1

Guidance Officer's rating: D.K.

The responses again suggest a low perception of the status of the position. Obviously teachers, including the principal, do not regard resource teaching as an avenue to follow if aiming at promotion.

Q.3.5 *Say why or why not (experience in resource teaching is likely to help promotion)?*

The principal suggested that:

> Success in the upper grades is needed.

His perception of lower grades, remedial work is again emphasised.

Two teachers who scored 1 said that subject teaching was more important. The two who scored 3 (Question 3.6) felt that resource teaching provided wider experience which would be beneficial.

Q.3.6 *How valuable would a period as a resource teacher be to a teacher aiming at promotion?*

Class teacher ratings: 1, 3, 3, 4, 5, D.K., 1 $\overline{x} = 2.7$

Ranked position of response: 3rd

Principal's rating: 1

Guidance Officer's rating: 3

The views of class teachers changed dramatically when asked how they rated the value of resource experience to future promotees. Only one now scored negatively and two gave strong positive support to the idea. The principal again showed a negative attitude seeing no benefit to be gained.

Q.3.7 *Say why or why not (resource experience would be valuable to future promotees)?*

Class teachers stressed the value of additional experience. In contacts the principal saw a lack of management training as a disability.

Principal:

> No preparation for management.

Guidance officer:

> Provide some variety and allows to some extent for a broader view of education and educational planning.

Class teachers' comments:

> Hardly worth training a resource teacher that that purpose if you are going to lose them.
>
> Know know to deal with slow learners.
>
> Sees all subjects. Gets to work with people.

Adds to the professional development of the teacher.

Useful background.

Only one class teacher had a negative opinion. The others all reflect some value to be gained from the experience.

4. Future of resource teaching

Q.4.1 *How important do you think it is for the role of the resource teacher to continue in Queensland?*

Class teacher ratings: 1, 1, 4, 4, 5, 5 $\bar{x} = 3.3$

Ranked position: 1st

Principal's rating: 5

Guidance Officer's rating: 5

Q.4.2 *Say why or why not (you think it important for the role to continue)?*

The two teachers who scored a 1 for Question 4.1 both indicated they had had little to do with 'these people' in the past, the implication being that having done without resource teacher help so far, they could continue without it.

Other teacher opinions emphasised the need for remedial help with slow learners.

Q.4.3 *How likely do you think it is that resource teaching will continue in Queensland high schools?*

Class teacher ratings: 1, 1, 3, 4, 4, 4. $\bar{x} = 2.8$

Ranked position of response: 2nd

Principal's rating: 5

Guidance Officer's rating: 1

Q.4.4 *Say why or why not?*

The guidance officer and two teachers thought that financial cut-backs would cause the position to be removed. In contrast, the principal and three of the teachers thought that resource teaching would continue in order to deal with the 'opportunity level' and 'low achievers', who needed their help.

5. SCHOOL 48: INTERVIEW WITH RESOURCE TEACHER

(a) Introduction to the School

This teacher had been appointed to the school upon her arrival from interstate. She had previously been trained as a remedial teacher and had worked as such in a large high school. The teacher was not familiar with the term 'resource teaching' nor was she advised of the role description upon her appointment. Her first impression was that it was an audio-visual co-ordinator.

Initially appointed in a temporary capacity whilst the resource teacher was on six months leave, Mrs. A. was kept on in a permanent capacity and had been at the school for nearly three years when this interview took place. No departmental support had been given during her employment as a resource teacher, apart from seminars wihch Mrs. A. opted to attend. No formal visit had been made to her to interpret the role of the resource teacher or to enquire about her progress. In the circumstances Mrs. A. had had to draw upon her previous experience in a remedial department and advice which had been offered by administration and colleagues.

(b) Role

The resource teacher was timetabled for thirty (30) periods out of thirty-five (35) in the school week. She was assigned small groups of very low achieving students from grade 8 for English and Mathematics. The children came to her whenever these subjects appeared on their timetables so that she saw some children for ten periods per week.

No formal links with class teachers were arranged and no in-class resource work was carried out. This was done originally when the previous resource teaching model was continued. However, upon being made permanent, Mrs. A. with the full agreement of administration and staff, discontinued in-class resource and developed the present resource room model.

Some informal links had developed and some teachers did approach her for advice on both materials and students, some of whom she knew very well through her program. Through these informal links she had manager to exert some influence over both materials used and programs offered. This however, was restricted to those people who approached her and whatever influence they had. One such person had been the Mathematics subject master and most influence had occurred in this subject.

(c) Changes Required

This school was seen by her to need both a remedial teacher and a resource teacher. Although the population was only about seven hundred, the large proportion of indigenous, disadvantaged and low ability students created a very difficult classroom range. Many teachers were unable to provide for such a wide range and for them the withdrawal resource room provided more help for the most needy students.

At present the resource teacher role had no special status and would not attract ambitious teachers because it was removed from any career structure. Married men or ambitious teachers were therefore discouraged from even considering the role. It appeared necessary to this resource teacher, that a career structure through subject master status be developed.

(d) Student Population Worked With

The school carried out its own testing in grade 8 to identify students with problems in English and Mathematics. This group was then reviewed to consider whether the individual could cope with the regular program. From this pool, the lowest achievers were allocated to the withdrawal program.

The resource teacher was not seen as responsible for handicapped students in general but was specifically associated with the mildly mentally handicapped and extreme non-achievers. Two children with moderate handicaps, one with major co-ordination problems and another with binaural hearing aids were not seen by the resource teacher.

(e) Resource Teacher's Opinion of Class Teacher Perception of the Resource Role

Class teachers were seen to like the resource room model. It removed the most severe learning problems from their classrooms and allowed them to pay more attention to the remainder of the students in their classes.

The resource teacher felt that many class teachers, particularly new ones, might be afraid of approaching her for fear that other teachers would see them as failures. She did not get a lot of requests for advice and those she did get tended to come from more experienced people with whom she had developed rapport.

(f) Conclusion

The resource teacher in School 48 therefore functioned in isolation from the mainstream school program. The absence of an induction program to introduce her to the resource role had caused her to rely on her previous remedial teaching background and the advice of the school administrators when developing her role. Although class teachers recognised that she was helping less able children, they personally received no help because of the separation of the programs.

C. CASE STUDY 2 SCHOOL 17

RESOURCE ROLE CATEGORY: IN-CLASS RESOURCE

Interviews conducted with:

Principal
10 Class Teachers
Resource Teacher

1. DISCUSSION

School 17 was chosen for closer study because the results obtained over the three years of the study suggested that the resource role had become mainly oriented towards in-class support. During the three years, this mode of operation had accounted for 85.7 per cent (1976), 64.2 per cent (1977), 80.7 per cent (1978) of the resource teacher's scheduled time in an average week. These figures were in comparison to state means for the total sample of resource teachers of 14.9 per cent (1976), 22.0 per cent (1977) and 25.9 per cent (1978). Thus the school appeared to demonstrate a far higher acceptance of the in-class support role than other schools in the state.

(a) Introduction of the Resource Role to the School

The resource program was not well introduced to School 17. The principal could not remember any special seminar or meeting at which he was made aware of the role. He first came in contact with the role in a school which had particular problems in programming for Aboriginal students where a special resource teacher was made available.

Teachers in School 17 originally heard of the resource teacher role at a staff meeting when the first appointee arrived in late 1974. Teachers who had arrived since this first introduction did not appear to have received any formal introduction to the role. Instead they had had to rely on personal contact with the resource teacher, word of mouth from other teachers or students, and/or memoranda sent round by the resource teacher. These methods appeared to satisfy most teachers although to an observer they appeared haphazard and placed too much reliance on the resource teacher. The administration appeared to play no active role in the process.

(b) Development of the Resource Role

During the three year period reviewed, School 17 had three (3) different resource teachers. This turnover occurred because the first resource teacher returned to full-time studies and the second gave up resource teaching and returned to the classroom. This teacher said he had enjoyed resource teaching but felt under too much pressure to continue. His role was, he thought lacking in status and authority and he had constantly to seek other teachers' permission to work with less able students for whom he felt a moral responsibility. His position in the school was too weak and viewed by other teachers as of very poor status.

Development of the resource role had continued during each of the three years studied. Although over two-thirds of the allocated resource time had always been spent on in-class resource, the use of this time had changed over the period. The initial in-class resource was as a member of a team of teachers offering an Integrated Studies program in year eight. The resource teacher contributed as a full member of the team and assumed responsibility for teaching the less able students. Although working in an in-class situation, the resource teacher appeared to have acted solely in a teacher role and not as a resource to teachers.

In the second year studied (1977), the original resource teacher was replaced by a new person who attempted to shift the resource role from the team-teaching role in the year 8 project to a broader school-wide resource role. Some success was achieved and resource work was carried out in Mathematics and English in years 8, 9, 10 and 12. During this year one third of the scheduled resource time was allocated to class teaching, a move not chosen by the resource teacher.

In 1978 a third resource teacher arrived to replace the second one who had elected to go back to class teaching. The new resource teacher continued the trend towards whole-school resource and broadened the in-class support to years 8, 9, 10 and 11 and subject involvement to Biology, Science, Mathematics, English, Citizenship Education and History.

Over the three year period it was possible to see a continuing evolution of the in-class resource role. From work in one Year, the role had widened to all Years and a variety of subject areas. The resource teacher was now approached by subject masters and class teachers and appeared to be well respected professionally.

(c) Relationship to Principal

The school principal played virtually no direct role in the resource program. His contact was limited to occasional meetings with the resource teacher to discuss the content of the program. His trust and confidence in the teacher were perhaps demonstrated by this lack of close supervision in what the principal described as an 'harmonious relationship'.

The lack of overt support was perhaps best seen in the induction of new teachers to the school which, as far as can be established, included no interpretation of the resource role. Contact with and knowledge of the resource role was therefore left to the resource teacher. This burden appeared to place an unnecessary strain on the resource teacher and one might anticipate that many teachers would not be reached for some time in such circumstances.

(d) Relationship with Teachers

Interviews with teachers showed a very high level of acceptance of the resource role and the present resource teacher. They felt it most important that the role continue in Queensland high schools but little confidence in the Government to ensure this provision. Teachers saw the resource teacher providing them with insights and help in programming for less able students. In rating these contacts very highly, the class teachers interviewed, said they would like more resource teachers in schools. Amongst the benefits listed were:

> A more professional approach to low achievers and their education.
>
> My own growth.
>
> Co-ordination of subjects across subject boundaries, helping teachers from different subjects undertake joint planning.

Although the teachers interviewed in School 17 unanimously demonstrated a very high regard for their resource teacher both professionally and personally, they nevertheless felt quite unattracted to the position. Only two teachers indicated any interest in the role, one for professional reasons to learn more; the other for personal reasons, to escape from the, "harrowing effect of the classroom situation".

Amongst the reasons which teachers gave for the lack of attraction to resource teaching, three appear to be highly significant. First, teachers thought the role too demanding in terms of patience, dedication, and lack of professional satisfaction found in class teaching. Secondly, the role was perceived as a 'dead-end' position from which no promotion would be possible. This view incidentally was supported by the principal. Thirdly, the teachers had little confidence that the role would continue. They felt sure that economic cut-backs would mean the termination of the program. That being the case, they wondered why they should bother to undertake additional studies and to jeopardize their chances of promotion.

(e) Problems Existing

The major problem in this school appeared to be one of communication regarding the resource role. Teachers who joined the staff did not have an organisational mechanism which formally introduced them to the resource role. Thus a number of the staff who did not come into contact with the resource teacher could remain ignorant of his presence. The burden of contacting these teachers should be removed from the resource teacher and built into an induction program. The problem was minimised in departments such as Science and Mathematics where the subject master was involved personally with the resource teacher. However, in departments such as Commercial or Home Economics where no tradition of working with the resource teacher existed, this socialising process could not be presumed to take place.

A second problem appeared to be in relation to the number of hours which had been scheduled by the present resource teacher. His weekly commitment of twenty-six hours was almost a full working week and left no time for planning, preparation or conferencing. Whilst he was prepared to undertake all the planning and preparation in his own time, the lack of conference time suggested that neither he nor the administration accepted the need to discuss programs and students in any formal way. Both appeared to accept that this could adequately be conducted in informal meetings.

(f) Conclusions

School 17 was situated in a suburban middle-class area. It was well-established and had few of the problems found in lower socio-economic areas. No children had been main-streamed into the school from special education. Separate classes had been created in years 8 and 9 for the least able children and an Integrated Studies program in year 8 had established a tradition of team teaching.

The resource teacher program had evolved during the three years studied, from one which concentrated on team teaching in the integrated project to one which served a wide range of subjects and years in an in-class resource mode. Individual withdrawal and class teaching had both been tried but had been dropped. In 1978, the resource program included a twenty per cent allocation of scheduled time to withdrawal of very small groups (two or three students).

This school has apparently been able to develop the in-class resource model because of:

(a) the general middle-class population.

(b) the practice of grouping less able students into separate classes in years 8 and 9.

(c) the Integrated Studies project which saw teams of teachers established representing different subject areas. The resource teacher was accepted into these teams, was accepted professionally and then found it relatively easy to extend these associations to other years. Thus in-class resource rather than withdrawal had always been the accepted model.

(d) The very high level of personal commitment on the part of the resource teacher. The number of scheduled resource hours in this school had always been relatively high but in years 1977 and 1978 was considerably above the state mean. Whether the present resource teacher could continue at his present level of personal commitment (twenty-six hours scheduled resource time per week) was of particular interest.

(e) The willingness of the principal to allow the resource role to be evolved by the resource teacher and staff. Having satisfied himself that the program was operating in a direction which he supported, he had felt able to leave the responsibility for day-to-day detail to the teachers concerned.

2. SCHOOL 17: RESOURCE TEACHER WORK PROGRAM 1976, 1977, 1978

(a) Allocation of Resource Teacher's Scheduled Hours

Table 43

SCHOOL 17: ALLOCATION OF RESOURCE TEACHER'S SCHEDULED HOURS, 1976-78

	No of scheduled hours		Withdrawing Individuals		Withdrawing Small Groups		In-Class Resource		Teaching Regular Classes	
1976	17.5	(19.0)	2.5	(4.1)*	0	(9.3)	15	(2.8)	0	(2.7)
1977	21	(20.9)	0	(3.7)	0	(10.4)	13.5	(4.6)	7.5	(2.1)
1978	26	(19.1)	0	(2.7)	5	(8.0)	21	(4.9)	0	(3.3)

* Figures in parenthesis show the mean number of hours spent by all secondary resource teachers included in the survey.

The allocation of scheduled resource teacher time in School 17 was heavily oriented towards in-class resource work. It can be seen from Table 43, that School 17 had, in each of the three years studied, devoted considerably more scheduled resource time to in-class resource than the average.

To allow this large allocation of time to in-class support, the school had limited its resource teacher's work program to only one other area. However, Table 43 shows that the secondary work area had varied in each of the three years studied. In 1976, the secondary work area was withdrawal of individuals; in 1977 it changed to withdrawing small groups of students.

(b) Development of the Resource Role

(i) 1976. The original involvement with in-class resource developed through a pilot project on Integrated-Studies which the school was conducting. The resource teacher became a member of the team conducting this program. Individual withdrawal was carried out for students unable to cope because of severe reading problems.

(ii) 1977. Individual withdrawal was dropped because the resource teacher was timetabled to teach regular classes due to a teacher shortage. Involvement in the integrated studies project was continued as a first priority.

(iii) 1978. The school administration was able to free the resource teacher of regular class teaching commitments due to an improved staffing situation. The time gained was allocated to withdrawal of small groups of students with severe problems in reading and mathematics.

It should be noted that this school had a change of resource teacher in each of the three years studied. However, the program had not substantially changed as new resource teachers had entered. The unifying feature appeared to have been the Integrated Studies program which had required that teachers team teach and had thus placed the resource teacher into in-class support situations.

(c) Hours Allocated to Various Activities as a Percentage of Weekly Scheduled Resource Teacher Time, 1976-78

Table 44

SCHOOL 17: HOURS ALLOCATED TO VARIOUS ACTIVITIES AS A PERCENTAGE OF WEEKLY SCHEDULED RESOURCE TEACHER TIME,1976-78

	Scheduled Hours	Withdrawing Individuals		Withdrawing Groups		In-Class Resource		Regular Class Teaching	
1976	17.5	14.2	(21.6)	0	(49.0)	85.7	(14.9)	0	(14.42)
1977	21	0	(17.8)	0	(49.7)	64.2	(22.0)	35.7	(10.39)
1978	26	0	(14.3)	19.2	(42.2)	80.7	(25.9)	0	(17.5)

Figures in parenthesis in Table 44 show the mean allocation for the total sample.

In both 1976 and 1978, over eighty per cent of the resource teacher's scheduled time was spent on in-class resource work. Although in 1977, this extremely high allocation was reduced to 64.2 per cent by the requirement that the resource teacher take a regular class, the allocation still remained at a level three time higher than the state mean for that year.

(d) Discussion

The trend over the three year period shows what might be described as a "maturing" resource program. The early in-class support was accepted as part of a special team teaching program and probably did much to make the resource teacher and the role known to class teachers. 1977 and 1978 demonstrate a move away from the original narrow orientation. By the end of the third year of the study, the resource program had become widely accepted throughout the school both in terms of grades and subjects worked with.

More significantly in terms of change theory, the resource teacher had been invited into two higher grades by different subject masters. This is an indication of acceptance by teachers high in the school's hierarchy thus demonstrating status and support from significant authority figures.

1978 also saw a joint application for an innovative grant to develop a Study Skills program for Grade 11 Biology students. This application, made by the Science subject master and the resource teacher, grew out of the co-operative program which the two operated during the year. The application was approved and almost $5,000 provided for a program in 1979.

3. SCHOOL 17: INTERVIEW WITH PRINCIPAL

Q.1 Why were resource teachers introduced into Queensland secondary schools?

A. They are (a) remedial teachers, and
(b) co-ordinators of programs within the school.

Q.2 Do you think your school qualified for a resource teacher given the criteria suggested in Q.1?

A. I think any state high school needs a resource teacher.
(a) there is a lot of remedial work that needs doing;
(b) there are so many programs going at all times that a Co-ordinator of Programs is essential.

Q.? Co-ordinator?

A. Not an initiator. Someone to whom subject masters for example, can go and say, 'Look, I'm having difficulties with this. What do you think I should do to try to overcome the problem? Or, I want to do something in a program in this area; how do you think I can go about it?' So, he is a resource person.

Q.? Does that imply some knowledge of curriculum construction?

A. Not necessarily, but in some areas it would be necessary for the resource teacher to know what is in the curriculum. Basic philosophy. He should of course be familiar with the philosophy of the school and where the school wants to go.

Q.3 Did you request or were you assigned a resource teacher?

A. Probably a bit of both. I wanted one and was assigned one. A bit of give and take I suppose.

Q.? In asking for a resource teacher how do you see the question of their being a counted member of staff and not a supernumary?

A. I've always had a resource teacher on the understanding that I would timetable him for teaching duties if I found it necessary to do so. So far I have not had to do that.

Q.4 How was the proposed role for resource teachers communicated to you?

A. We are going back four or five years now. I'm not sure whether the original concept came from the Advisory Teacher or from a departmental circular. My original contact was in a school where we needed a special kind of resource teacher and did get one.

Q.5 How were class teachers made aware of this new role?

A. I'm not sure about departmentally but in my school I did it by a circular to class teachers and a staff meeting at which the resource teacher explained her role and how that would affect the various class teachers.

Q.6 What planning was carried out at this school, prior to the appointment of the resource teacher?

A. We have had three resource teachers here in my time. I can't say what happened before he came. When he came it was a matter of discussion between him and me about the school policy on the use of resource teachers. Nothing was planned until he had had a look at the various programs offered by different departments in the school. He had a look and saw where his priorities lay and planning started from there.

Q.7 Did any relationship exist between the college training program for resource teachers and the school prior to or after the appointment of a resource teacher?

A. Has not been an actual training program for resource teachers in this school. As far as I know there has not been any with the college. I have had contact with the Advisory Teacher personally and so there has been contact through her.

Q.8 What effect did the introduction of this new role have on the roles of other staff members? Did any conflict of roles arise? How have these been resolved?

A. Can't see any conflict of roles. Perhaps there has had to be some role clarification for some teachers and some subject teachers as well. Conflict no. Hasn't had to be any resolution because the role has been pretty well spelled out to all teachers in this school. So I don't think the roles of other staff members have altered markedly in any way.

Q.9 What is the present role of the resource teacher in this school in relation to:

(a) other teachers
(b) students
(c) administration
(d) in-service (formal or informal)
(e) communities or persons outside the school?

A. (a) They know he is there as a resource person as a back-up person. They know if they have any diagnostic or remedial problem he is always available for consultation and action.

(b) They have not been acquainted of the duties of the resource teacher. Students come to him by reference from other teachers rather than of their own volition.

(c) A harmonious working relationship in which the administration has set no formal guidelines for the resource teacher to work in. But there has been good communication, both ways.

The problem of communication is a difficult one in a school of this size. Apart from that problem of communication I would say there has been a vary harmonious relationship between administration and the resource teacher and the resource teacher and the administration.

There is a lot of confidence on both sides.

(d) Is used as a resource person in forming any programs. Last week we had an in-service session on the Curriculum for the '80's. The resource teacher was a key person in that. He attends all subject master meetings. So in in-service he plays a key role.

(e) His role, to parents have been made aware of his role through newsletters and P. & C. meetings. He has a number of parents coming in to act as voluntary assistants. I would see him having a very good working relationship without the school.

Q.10 Where is the main thrust of the resource teacher role directed?

A. It is probably a multi-pronged thrust.

(a) Language across the curriculum;

(b) Remedial reading programs;

(c) Remedial mathematics programs;

(d) Readability of texts at various year levels.

So multi-pronged although if you had to look for one it would probably be in Language Across the Curriculum.

Q.11 To whom is the resource teacher responsible? How is this duty discharged?

A. To the principal by occasional discussions on what is being affected with the Resource Area. There is no formal reporting back session as such. Occasionally there are informal discussions on what the resource teacher is doing, how effective he thinks these programs are.

Q.12 What type of person is likely to succeed as a resource teacher?

A. One who is able to work well with adults. Needs to be able to gain the confidence and respect of the other teachers. He needs to be intelligent, a good organiser and sympathetic to the needs of children. He would not be concerned with promotion prospects because there are none in resource teaching.

Q.13 To what extent are suitable people being encouraged to take up resource teaching? Who or what by?

A. I don't think there is any encouragement. People are seeing there is an area in which they can find satisfaction. A career in which they can do something which is fruitful and to their own satisfaction. It will benefit students apart from normal teaching.

Staff are advised when vacancies are advertised in the course.

Q.14 What factors may discourage teachers from taking up this role?

A. Possibly there are teachers who might not care to work with as they see it, "slow learning" students. They may also not be appointed back to the school at which they were teaching.

Q.15 Is the role seen as one which improves one's chances of future promotion?

A. No. I can see no stepping stone from resource teaching. I don't see that it militates against one going into it but it does hold up one's chances of becoming a Subject Master. I would say there is no reason for saying it improves chances of promotion.

Q.16 To what extent is the training program producing competent resource teachers who meet the school's needs?

A. Whilst no one can meet all a school's needs, all resource teachers have special competencies which will do a lot to meet the needs of any one individual school. They are very adaptable people who will in some way alleviate all needs that are brought to their attention.

Q.17 What advantages, if any, accrue to the school from the installation of a resource teacher program?

A. Very numerous. Apart from the remediation, the in-service, the acquainting of teachers of certain problems within their Departments. The fact that parents know that there is someone in the school who is looking at the problems of students that have learning difficulties is an advantage too. There are many advantages.

Q.18 What disadvantages, if any, accrue to the school from the installation of a resource teacher program?

A. Main one is that the R.T. is one who is regarded as one who is part of the teaching complement even though he doesn't teach a full teaching program, therefore means that the school must in some way crimp on its allocation of teachers. That is probably the one disadvantage. I don't think there are any other disadvantages as I see them.

Q.19 Is it desirable, at this stage, to offer an in-service program within the school, on how a resource teacher might be effectively utilised?

A. I think this is and has been an ongoing process within this school. Teachers have always been acquainted with the duties of the resource person. Part of our induction program is to acquaint teachers with the resource teacher and his program. So I don't think at this stage it is necessary within the school and it has been an ongoing thing anyway.

Q.20 What support, if any, needs to be provided that will assist in the more effective deployment of resource teachers?

A. There obviously is a need for someone who can discern where the problems lie. Possibly previously this was a job done by Inspectors in their capacity of appraising a school and the Departments within that school. Whether this is now done by Inspectors I don't know. Probably with co-operative evaluation it no longer occurs to such a depth. Possibly co-operative evaluation does uncover many areas in which a resource teacher could be used. Now who is going to co-ordinate the areas and look for effective deployment I don't know. There is a need someone such as the 'Advisory Teacher' to go round the state looking at the areas of need and to look at what is being done by resource teachers and co-ordinating the program.

4. SCHOOL 17: CLASS TEACHER PERCEPTIONS OF THE RESOURCE TEACHER PROGRAM

(a) Biographical Details of Staff Interviewed

Table 45

BIOGRAPHICAL DETAILS OF STAFF INTERVIEWED

No. of years teaching	No. of years at school 17	Subject(s) Taught	Age Bracket	Sex	Rated Frequency of Contact with R.T.
35	10	Account.	40+	F	3
27	1	Geog.	40+	M	3
22	10	Man. Arts	40+	M	3
16	8	English	30-40	F	3
11	2	English	30-40	M	5
9	3	Home Econ.	30	F	1
8	7	Math.	30	F	5
6	2	Eng./His./Ger.	30	M	3
4	3	Eng./His.	30	F	2
3	3	Math./Sc.	30	M	5

Ten teachers were interviewed on the basis of their availability during the day. The details of the sample show a wide range of teaching subjects, teaching experience and age. They were evenly divided into five male and five female teachers. Resource teacher contact also varied: three teachers rated their contacts as very frequent, three as only infrequent, four had a moderate number of contacts.

(b) Teacher Responses to Questionnaire

Q.1.1 *How well do you understand the planned role of the resource teacher?*

Ratings given: 2,2,3,3,3,3,4,4,4,5 $\bar{x}$ = 3.3

Ranked position of Q.1.1 = 5th[1]

Teachers rated Q.1.1, fifth highest of the eleven questions rated. Nobody gave the lowest rating of 1, but one person did give the highest rating of 5. Overall the mean scores was a positive indication of role understanding.

Q.1.2 *What do you understand the role of the resource teacher to be?*

Given the confidence of the responses to Q.1.1, the teachers produced a remarkable range of suggestions as to what the resource role actually is. Eight suggested a remedial role which showed a very high degree of agreement. However the group then went on to make eleven other different role suggestions. These were:

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[1] The mean of the ratings given by the teachers interviewed was found in order to show an overall perception for the group as a whole. The mean ratings for the eleven questions rated were then ranked; the question receiving the highest mean rating being placed first. Thus some indication was found of the relative strength of the teachers' responses to the different questions.

Know resources in school and advise teachers	3
Provide resources for remedial work	1
Provide resources for extension work with brighter students	1
Assist teachers in classroom to individualise instruction	2
Back up with classes which have learning problems	1
Do diagnosis and evaluations	2
Co-ordinate remedial teaching	2
Teach students with severe language problems	1
A problem solver	1
A secondary educational safety net	1

Q.1.3 *How were you introduced to the resource teacher role?*

The ten teachers reported five different ways in which they had been introduced to the role. One teacher, who did not come into professional contact with the R.T. was never advised of the role.

The most common experience was where teachers who worked on an integrated studies project met the resource teacher as a member of the teaching team (4). The next most common occurrence (3 people) was through personal contact with the resource teacher where he introduced himself personally. The two teachers who had been on the staff for ten years had both learned about the role at staff meetings when it was first introduced. The last teacher recalled that the resource teacher sent round a notice advising teachers of his role and asking for teachers to contact him for help.

The pattern appeared a haphazard arrangement which relied on personal contact and resource teacher initiatives.

Q.1.4 *How well was this introduction carried out?*

Ratings given: 1,2,3,3,4,4,4,5 $\bar{x}$ = 2.6 Don't know 2

Ranked position of mean response to Q.1.4 = 7th

Teachers who were most satisfied with their introduction to the resource role were those who worked as a member of the same team as the R.T. in the Integrated Studies Project.

Q.1.5 *How satisfied are you with the role?*

Ratings given: 3,3,4,4,5,5,5,5,5 $\bar{x}$ = 3.9

Ranked position of mean response to Q.1.5 = 3rd

No teacher was dissatisfied with the resource teacher role in this school. The teachers most satisfied were those who worked with the resource teacher in classroom situations.

Q.1.6 *What changes, if any, would you like in the role?*

Only one teacher, who did not come into professional contact with the resource teacher at all, suggested changes. She recommended more counselling for students with personal, emotional and social problems.

All other teachers said no changes were required. Three teachers suggested that rather than needing changes they needed more resource teachers.

Q.2.1 *How often are you in professional contact with the R.T.?*

Ratings given: 1,2,2,3,3,3,3,5,5,5 $\bar{x}$ = 3.2

Ranked position of mean response to Q.2.1 = 6th

Three teachers infrequently, four moderately frequently, three very frequently had contact with the Resource Teacher.

Q.2.2 *What form does this contact take?*

Informal discussions of students with problems	5
Resources, materials	4
In-class co-operation for remedial groups	3
Discussion about Language and Learning	1
School committee	1

Q.2.3 *How highly do you rate the value of these contacts?*

Ratings given: 4,4,4,4,4,5,5,5,5,5 $\bar{x} = 4.5$

Ranked position of mean response to Q.2.3 = 1st

All teachers thought very highly of contacts they had had with the resource teacher. Those who saw the most value (5) were the teachers in most frequent contact with the resource teacher. These all were in in-class situations. This question received a joint rating in first position along with Q.4.1 on the importance of the role.

Q.2.4 *What benefits, short and long term, do these contacts provide for you?*

A wide variety of responses was obtained to this question, suggesting that different teachers gain different benefits from resource teacher contacts. The suggestions made were:

Another view on problem students	2
Halves the pupil teacher ratio	2
Another view on team planning	1
An overview difficult to get when one is teaching five classes	1
My own growth	2
Update of educational theory and method	1
Greater awareness of problems handicapped learners have	1

One teacher said, "I am learning more every contact I make".

Q.2.5 *What contributions can a resource teacher make to staff development?*

These responses again varied as in Q.2.4. Working with teachers to show new methods to develop new understandings were most commonly mentioned (5). Co-ordination across subject boundaries and helping teachers from different subjects undertake joint planning was mentioned by two teachers. One person suggested 'too numerous to mention'. Another teacher said, "... more professional approach to low achievers and their education".

Q.2.6 *How highly would you rate these contributions?*

Ratings given: 3,4,5,5,5,5,5,5 $\bar{x}$ = 3.7 DK = 2

Ranked position of mean response to Q.2.6 = 4th

As in other questions (Q.1.1, Q.1.5) the highest ratings were given by people in moderate to very frequent contact with the resource teacher. The DO NOT KNOW responders were not in frequent contact.

Q.3.1 *How attractive is the job of a resource teacher to you?*

Ratings given: 1,1,2,2,2,2,2,2,3,4,5 $\bar{x}$ = 2.4

Ranked position of mean responses to Q.3.1 = 8th

Although the teachers interviewed thought very highly of their contacts with the resource teacher, only two of them thought that this was a job which would attract them personally. Their reasons for this low attraction are given in the next question.

Q.3.2 *Say why?*

The most frequent answers were 'Too frustrating' (3) and

'Am happy with class teaching' (3). Other reasons were: dislike of detailed work involved; not enough known about the role; one needs to be dedicated and patient; no end product. The two teachers who in Q.3.1 saw the role as attractive gave as their reasons:

> I teach two remedial maths classes and would like to have more information on resources available for slow learners. (Rating given 4)
>
> Provides an alternative to the 'narrowing' effect of the classroom situation. (Rating given 5)

Q.3.3 *What kind of person is needed as a resource teacher?*

The responses to this question all suggested patience and/or dedication. Additional qualities mentioned were: energetic, enthusiastic, firm and authoritative when necessary, innovative, and able to work with teachers and students. One person said, 'saintly'.

Q.3.4 *How much is a period as a resource teacher LIKELY to HELP a teacher's promotion prospects?*

Ratings given: 1,2,3,4 $\bar{x}$ = 1.0 DK = 6

Ranked position of mean response to Q.3.4 = 11th

The sample interviewed rated this question in last position. Six of the ten teachers indicated they did not know. In terms of this group's perception it would appear that becoming a resource teacher is not likely to help anyone gain a promotion. Notice that the question did not specify "LEAD to promotion" but a much more neutral and less direct phrasing, "LIKELY TO HELP" promotion prospects. Viewed in this light one might assume that this group of teachers saw their resource teacher (a male aged thirty) as not likely to obtain promotion through his present position. These teachers did not see the R.T.

role as a high status position.

Q.3.5 *Say why or why not?*

Promotion in Queensland high schools was seen by this group to be related to subject areas. A resource teacher steps outside the traditional route to promotion and cannot therefore be considered. One teacher noted that the individual responsibility and cross discipline experience of resource teaching would be an advantage.

Q.3.6 *How valuable would a period as a R.T. be to a teacher aiming at promotion?*

Ratings given: 1,2,3,4,4 $\bar{x}$ = 1.4 DK = 5

Ranked position of mean response to Q.3.6 = 10th

The teachers' response to this question is only marginally more positive than to the previous one (Q.3.4) which sampled their perceptions of the way in which the Education Authorities perceive the value of resource experience. Teachers did not perceive resource teacher experience as providing an additional experience of value to future administrators.

Q.3.7 *Say why or why not?*

Very few reasons were advanced for this perception. Those given reiterated the points made in Q.3.5 that promotion is linked to subject area promotion. Teachers appeared not to face the question that the experience might be of benefit to a future administrator.

Q.4.1 *How important do you think it is for the role of the resource teacher to continue in Queensland?*

Ratings given: 5,5,5,5,5,5,5,5,5 $\bar{x}$ = 4.5 DK = 1

Ranked position of mean response to Q.4.1 = 1st

This question rated the joint highest response obtained. The other highest rating was given to the question (Q.2.3) which rated the value of contacts with the school's resource teacher. This question therefore reinforced the former opinions and showed that not only did these teachers rate their resource teacher's contributions very highly, but they also wanted the position to continue.

Q.4.2 *Say why or why not?*

All answers received stressed the help provided in working with less able students. Some also noted the increased emphasis on individualising instruction and the difficulty teachers had in achieving this aim without additional assistance.

Q.4.3 *How likely do you think it is that resource teaching will continue in Queensland high schools?*

Ratings given: 1,1,2,2,3,3,4,5 $\bar{x}$ = 2.1 DK = 2

Ranked position of mean response to Q.4.3 = 9th

This question shows a tremendous change in perception from Q.4.1 which asked whether the role 'should' continue. From a top rating (x = 4.5) the responses declined to ninth place (x = 2.1). The group of ten teachers showed almost no confidence in the continuation of the role. Only two thought it highly likely, while four thought it highly unlikely that they would continue to receive the support they so clearly desired.

Q.4.4 *Say why or why not?*

Seven of the teachers thought that financial cutbacks would eliminate this program. Two suggested that the State Government did not base cutbacks on educational considerations and would not therefore take any note of the value of the program.

5. SCHOOL 17: INTERVIEW WITH RESOURCE TEACHER

Male, 30, completed first semester of Post Graduate Diploma in Resource Teaching (Secondary) at Kelvin Grove College of Advanced Education. Six months experience of resource teaching in one school although he was the third resource teacher in four years at the school.

(a) Introduction to the School

The resource teacher learned of his appointment to School 17, in the final week of his full-time semester of resource teacher training. He found on arrival at the school that two other resource teachers had preceded him and that a perception of his role already existed amongst the staff. The principal had an open mind about his role appreciating that different resource teachers would have different strengths and interests.

The present resource teacher explained his perceptions of the resource role to the principal and received his approval to work along the lines discussed. Part of this agreement was that the resource teacher would make arrangements to visit each subject staff room in turn and discuss with the subject master and teachers what opportunities could be created to allow him to co-operate with them.

Thus the resource teacher's induction was achieved by personal contact with teachers during which offers of help were made.

(b) Relationship to Principal

The resource teacher related directly to the principal. Contacts were informal and at the instigation of the resource teacher who was aware that he had to keep the principal informed of developments in the program. The resource teacher felt he had the full support of the principal and appreciated the trust placed in him. Part of this trust was demonstrated by the fact that the principal freed the resource teacher of regular class teaching duties upon request.

(c) Role within the School

(i) In-class resource

About eighty per cent of the resource teacher's scheduled time was spent on in-class resource work. This did not involve support of any students mainstreamed from special education, there being none in the school.

Instead, the resource teacher helped teachers plan for and teach the less able students in particular classes. The class teachers he worked with felt they were not able to provide sufficient instruction or material for heterogeneously grouped classes and welcomed someone who would co-operate with them to broaden the classroom program. The resource teacher prepared materials, study guides, team taught and worked with groups who had particular needs.

(ii) Small group withdrawal

Five students who had severe problems were withdrawn in small groups. The resource teacher was able to work with such a small number because the school had created special classes in years 8 and 9 which catered for the forty least able students. These were taught by teachers who did not require too much help from the resource teacher which freed him to work with other classes.

(d) In-service

No formal in-service work had been undertaken but many teachers seemed willing to ask advice on an informal basis. The Innovative Grant of $5,000 was expected to provide opportunities for the resource teacher to work closely with the Science Department.

(e) Concerns

The resource teacher had no major concerns and was gaining great satisfaction from his role.

(f) Recommendations

(i) That resource teachers in training be given at least one month's notice of the school to which they are to be appointed.

(ii) That more than one resource teacher be appointed to large schools.

D. CASE STUDY 3 SCHOOL 29

RESOURCE ROLE CATEGORY: BALANCED RESOURCE ROLE

Interviews conducted with:

- Principal
- Deputy Principal
- Six Class Teachers
- Resource Teacher

1. DISCUSSION

School 29 was chosen for closer study because results over the three years suggested that the resource role in this school was balanced between resource room and in-class support with each mode utilizing more than one third of scheduled resource time.

Table 46

SCHOOL 29: PERCENTAGE OF SCHEDULED TIME DEVOTED TO BOTH IN-CLASS RESOURCE AND RESOURCE ROOM ACTIVITIES

	Resource Room	In-Class Support
1976	57.8[x] (70.6)[xx]	38.8[x] (14.9)[xx]
1977	61.5 (67.5)	38.4 (22.0)
1978	57.5 (56.5)	42.5 (25.9)

x percentage of scheduled resource time

xx figures in parentheses show the mean percentage time spent by all resource teachers in state high schools surveyed.

The percentage time allocated to in-class resource and resource room withdrawal remained relatively stable over the three year period. Comparison with the state means which varied considerably highlights the stability of School 29's resource program.

(a) Introduction of the Resource Role to the School

The introduction of the resource role to School 29 appears to have been not well done. No preparation was carried out at the school before the arrival of the resource teacher and no clear concept of his role existed upon his joining the staff.

His introduction was by way of subject master and general staff meetings at which he explained his role. No clear role description appeared to have been formally established as new staff interviewed had a less clear perception of the role than did teachers who were present for the original introductions. New teachers joining the staff did not receive an introduction to the resource role but learnt about it "as they went along". Examples were found where teachers learned of the resource role through personal contact with the resource teacher, by word of mouth from other teachers, from students who left classes to go to the resource teacher and even from a relative who received instruction from the resource teacher.

(b) Program Organisation

(i) Resource room

The resource room program at School 29 had three distinct components.

1. Mainstreaming. Eight hard-of-hearing students were integrated into the regular program at this school. They were visited by a peripatetic teacher from the School for the Deaf twice each week. The resource teacher acted as liaison for these students by ensuring that he was familiar with their condition and program needs and by communicating this information to class teachers.

2. Remedial reading program. Having identified a group of forty-three students who appeared to have severe reading problems, the resource teacher carried out some diagnosis and drew up appropriate programs for the students.

   Believing that these students required daily intensive help, the resource teacher persuaded the school administration to involve regular class teachers as instructors in the remedial program. Teachers were asked to volunteer and six of those who did were timetabled for three periods each week in the program.

   Additional adult help was found by asking for parent volunteers to assist the class teachers.

   Twelve parents and six class teacher volunteers were eventually involved and trained in a series of evening workshops. A teacher and two parents were then assigned to a group of students and taught a program designed and supervised by the resource teacher.

   This program has been categorised as a Resource Room program because it originated in the resource room with the resource teacher. It is possible that had the program been less well established and simply assigned to class teachers that it could have been categorised as In-Class Support. That is, the resource teacher would have responded to a class teacher's need for assistance and little difference would have been apparent in the actual programs which eventuated.

(ii) In-class support

This had largely been undertaken upon the initiative of the resource teacher. A tradition of consultation with subject masters regarding needs in their particular area had not developed at this school. Resource teacher involvement had mainly been with the English Department with years 8, 9 and 11.

Teacher requests which had been received for in-class support had been related to behaviour and reading problems. Approximately eighteen teachers were worked with during the three years that the resource teacher was at the school. Of these about half had been very passive and had expected the resource teacher to take over responsibility for the class.

(iii) In-service

The resource teacher in School 29 received a grant in 1978 to conduct a formal in-service session for the school staff after school. Fifty-three (53) teachers attended the session which ran from 4.00 p.m. to 10.00 p.m.

Follow-up was carried out in the three weeks after the evening session when the resource teacher visited each department and worked with the respective groups of teachers. The administration freed each department for a double teaching period in order that this follow-up could be carried out.

Although the formal in-service session was very well received and highly praised, it did not seem to have produced any increase in approaches to the resource teacher at the subject master/mistress level during the remaining three and a half months of 1978.

(c) Relationship to Principal

The principal had been at the school only for three months when he was interviewed and disclaimed any knowledge of the program. He said that he "looked after" the Guidance Officer and the deputy principal "looked after" the resource teacher.

Neither the principal nor deputy felt that class teachers would welcome the resource teacher into their classrooms in an attempt to individualise instruction. The principal suggested that most high school teachers would feel better qualified than resource teachers and would tend to "look-down" upon them.

The two administrators also saw resource teaching as a "dead-end" position which would not lead to promotion. Both strongly suggested however, that their resource teacher would be a very strong and suitable candidate for promotion "were he to go back into the classroom".

No induction program operated in School 29 which informed teachers joining the staff about resource teaching. The responsibility for this was therefore placed on the resource teacher.

(d) Relationship to Class Teachers

The group of teachers interviewed had had very little professional contact with the resource teacher. The one experience they had in common was the in-service seminar presented by the resource teacher in August 1978. Nevertheless, the group all rated their contacts with the resource teacher very highly and thought it most important that the role continue in Queensland. They also felt that the value of the resource teacher program was so clear that it would undoubtedly continue and should even be extended to more than one per school.

Although the teachers felt the role important and also that it could possibly be of benefit of someone aiming at promotion, the group did not feel it was a job they personally found attractive. These teachers felt they would rather work with classes as they did not have the personality required for resource teaching. When pressed as to the qualities required for the position, the group suggested dedication and patience were essential.

(e) Conclusion

The resource teacher in School 29 appeared to be very highly regarded by the administration and staff. These people seemed to see dedication and patience being required for the position, since they felt it unlikely that promotion would be one of the rewards derived from the role.

This resource teacher appeared to have achieved much in terms of staff support for remedial group teaching and formal in-service seminars as well as parent involvement in similar programs. There appeared to be a lack of acceptance of in-class resource work in some subject areas, for example Commercial studies, notwithstanding the fact that over forty per cent of scheduled resource time in 1978 was devoted to this role. The in-class resource which was carried out was largely at the initiative of the resource teacher, involved teachers in passive rather than co-operative roles and was limited in subject involvement.

The main reason for the resource role which had evolved appeared to lie with the perceptions of the administrators and subject masters. They described the resource role as remedial, did not see the need for individualised instruction and made little attempt to provide overt support for the resource teacher. The only obvious support which had been given had been the in-service program which the resource teacher conducted although even here no effort was made on a school basis at the subject master level to follow-up the initiative taken by the resource teacher.

2. SCHOOL 29: RESOURCE TEACHER WORK PROGRAM 1976, 1977, 1978

(a) Allocation of Resource Teacher's Scheduled Hours

Table 47

SCHOOL 29: ALLOCATION OF RESOURCE TEACHER'S SCHEDULED HOURS, 1976-1978

	No. of scheduled hours	Withdrawing Individuals	Withdrawing Small Groups	In-class resource	Teaching regular classes
1976	17.25	4 (4.1)*	6 (9.3)	6.7 (2.8)	0.5 (2.7)
1977	19.5	4 (3.7)	8 (10.4)	7.5 (4.6)	0 (2.1)
1978	20	3 (2.7)	8.5 (8.0)	8.5 (4.9)	0 (3.3)

* figures in parenthesis show the mean number of hours spent by all secondary resource teachers who responded to questionnaire.

The allocation of scheduled time demonstrated a work load which gave substantial amounts of time to both resource room (individual and group work) and to in-class resource.

Comparison with the mean figures for the total responding population shows that whilst the time devoted to resource room work was close to the average for both individual and small group withdrawal, the resource teacher devoted nearly double (8.5 to 4.9) the average number of hours to in-class resource. This extra time was obtained since he did not teach regular classes, an activity where the total sample averaged 3.3 hours per week.

(b) Allocation of Resource Teacher Time as a Percentage of Scheduled Time

Table 48

SCHOOL 29: RESOURCE TEACHER TIME AS A PERCENTAGE OF SCHEDULED SUPPORT TIME

	Number of hours scheduled per week	Withdrawing Individuals	Withdrawing Small Groups	In-Class Resource	Teaching regular classes
1976	17.2	23.1 (21.6)*	34.7 (49.0)	38.8 (14.9)	2.89 (14.4)
1977	19.5	20.5 (17.8)	41.0 (49.7)	38.4 (22.0)	0.0 (10.4)
1978	20.0	15.0 (14.3)	42.5 (42.2)	42.5 (25.9)	0.0 (17.5)

* figures in parenthesis show the mean percentages for all resource teachers in the sample.

Comparison of the two sets of data, resource teacher School 29 and the means for the sample as a whole, suggests two areas with different emphases. Whereas resource room work, withdrawing individuals and small groups, was fairly evenly balanced, particularly in 1978, the orientations towards in-class resource and class teaching show strong differences. School 29 consistently provided more input into in-class resource and less into regular class teaching than did the sample as a whole.

The role in this school appeared to balance in-class support with small group withdrawal. As these percentages rose during the three years, so did the proportion of time given to individual withdrawal steadily fall.

(c) In-Class Resource

This area continually showed a far higher allocation of time to in-class resource than the state mean figure. In 1976 the different of 23.9 per cent (38.8 to 14.9) showed the school giving 2.6 times the state mean to in-class resource. By 1978 the difference had dropped to 16.6 per cent (42.5 to 25.9) or 1.6 times the state mean allocation.

The resource teacher worked with five (5) class teachers in an average week, spending eight and one half hours over seventeen periods in this work. Typically the in-class work involved two grade eight teachers who had requested help in dealing with particular classes because of reading and discipline problems, two grade nine classes were also usually worked with. This work grew out of a joint approach by the English subject master and the two class teachers. A similar approach led to the establishment of a grade eleven "efficient reading" program.

Such arrangements would last until the class teachers were able to take over the running of the program.

(d) Resource Room

(i) Individual withdrawal

Two students who were severely handicapped in reading were withdrawn for intensive help on a one to one basis - each student attended for three, thirty minute sessions each week.

Referral was by the primary school teacher on the occasion when the resource teacher visited the school to discuss the next year's intake of grade 8 students. Children taken into this program were viewed as long term problems and were carried beyond year 8 for as long as they seemed to be progressing. The program was limited to students who attended well, were highly motivated and appeared to have at least average intelligence. They were described as learning disabled (L.D.) but did not have to be formally diagnosed as such.

Instruction was based upon diagnosis and observation carried out by the resource teacher and was related to subject area content as chosen by the student.

(ii) Small group withdrawal

Forty-three students were withdrawn each week for small group work in reading. All students were from year 8. To assist the resource teacher with this large number of students, two groups of adults were also involved.

Firstly, the school administrators timetabled six teachers to assist in special reading development classes. All were volunteers and worked three periods per week in the program.

Secondly, the resource teacher called for parent volunteers to assist in the program. All volunteers were interviewed and twelve were selected by the resource teacher. Three evening workshops were held to prepare the six teachers and twelve parents. The resource teacher then supervised the teacher-parent teams as they worked with a group of five or six students on programs devised by the resource teacher on the basis of previous diagnosis. The diagnostic-prescriptive approach was continued but individual teachers made contributions as they acquired experience. Any students having particular difficulty were taught by the resource teacher.

Thus the large number of students received a high level of adult input. By October 1978, the number of parents had reduced to five (5) regular and two (2) occasional attenders.

Positive opinions were expressed by students, teachers and parents. The program was again offered in 1979.

(e) Regular Class Teaching

After a very minor allocation of time to this role in 1976, the involvement was eliminated in 1977 and 1978. By comparison the state mean for resource teacher time regularly scheduled to teach classes fluctuated from 14.4 to 10.3 to 17.5 per cent.

(f) In-Service

During 1978, the resource teacher submitted a proposal through the school administration to the State Development Committee for funds to organise a staff seminar. The funds were obtained and fifty-three teachers attended an after-school seminar which lasted until 10.00p.m. Over the succeeding three weeks, the administration permitted each Department to be freed of teaching commitments for two periods to allow the resource teacher to visit each and discuss follow-up to the seminar. All teachers interviewed spoke very highly of the venture and a follow-up was planned for 1979.

(g) Mainstreaming

During 1978, eight hearing impaired students were integrated into this high school. They arrived at the school from feeder primary schools and were not specially selected into a special program. This group of children was the clearest example of a mainstreaming policy which was found in this study. All represented the effects of mainstreaming as the children moved from primary into secondary school.

A peripatetic teacher of the hearing impaired visited the school twice each week to work with and supervise the students' progress.

The school resource teacher liaised with the visiting teacher and class teachers to ensure the children were properly supported.

He also worked with each child to ensure that he was able to continue the program should the peripatetic teacher not be available.

(h) Conclusion

The resource program in School 29 was selected for case study because it appeared to demonstrate a balanced workload divided between resource room and in-class resource.

It has been shown that the program did demonstrate this; that above average time was spent in in-class resource and that no resource teacher time was scheduled for teaching regular classes.

In spite of not teaching regular classes the resource teacher was not regarded by his teaching peers as someone who shirked work. On the contrary, the class teachers interviewed all thought most highly of their resource teacher and described him as dedicated and hard working.

Teachers saw the resource teacher as approachable, as contributing to their performance by his organisation of seminars, as highly competent in organisation, and as a specialist who was available to help with children who had learning problems.

The administration in the school gave the resource teacher a free hand in determining his program and offered trust and support to plans which were proposed. The principal showed a lack of knowledge of the resource program and relied on his deputy principal to provide supervision. Both administrators thought highly of the resource teacher and thought him worthy of senior administrative positions.

A weakness which was observed in this school was in regard to communication. This took several forms. First, teachers who arrived after the resource teacher's role had been initially introduced did not, that they could remember, receive an introduction to the program. Consequently one young teacher was at the school a year before he became aware that the resource teacher existed. Secondly, teachers were not always notified that students were leaving their classes to go to developmental reading programs. One teacher heard about this from his students.

It would appear that this area could be profitably reviewed. A written description of the resource role in the school and a more comprehensive induction orientation would appear essential. Communication regarding individual students could perhaps be organised through subject master/mistress meetings which the resource teacher did not attend.

Overall the resource program was very highly thought of by all staff.

3. SCHOOL 29: INTERVIEW WITH PRINCIPAL

The principal had been at the school for only three months. He refused permission to tape-record the conversation and would not answer the formal questions because he did not 'know' the school and did not know much about the resource teacher as he was 'looked after' by the deputy principal whilst the principal 'looked after' the guidance officer.

The following is a transcription of notes made during a general conversation regarding the principal's opinions on resource teaching.

1. On the need for resource teachers.

High school teachers were not used to individualising programs nor were they used to working with remedial students. Teachers saw the resource teacher working with remedial students. Class teachers don't want other teachers in their classrooms and would not want to work with a resource teacher. We have some deaf students here, they'd probably see him being responsible for them.

2. On introduction of resource teachers to high schools.

It probably was not well done. It needs awareness at the subject master level. He has to decide if his teachers will work with the resource teacher.

Who would give this awareness? The resource teacher probably. He would need to be an outgoing type who could do that. The teacher-librarian program was also badly handled. Their role wasn't clear and there were some poor ones who got the program a bad name.

3. On perceptions class teachers have of resource teachers.

Not very high. Most high school teachers would feel better qualified than the resource teacher and would rather look down on them. Would see the resource teacher as working only with the remedial students. They probably don't know what they do, the role definition isn't very clear. Would also be put off by the amount of preparation involved. It is also a closed alley and any good teachers would probably be looking for promotion to subject master or deputy.

4. What type of people should we be recruiting as resource teachers?

Someone able to go out to teachers, to visit staffrooms and explain their role. As I said it's a closed alley and you will probably get people who are not interested in promotion. It is a hard step from resource teacher to deputy and anyone wanting promotion would have to go back into the classroom to get subject master first. We need people who are sympathetic to children especially the remedial ones and others like these deaf ones we have.

5. Is there any value in resource experience for teachers who are looking for promotion to deputy principal?

The qualities of a good deputy are probably not those of a good resource teacher. He needs to be able to organise andhave interest in extra-curricular activities. That isn't to say our resource teacher does not have these qualities, in fact he would be a good candidate for promotion if he went back into the classroom. No. I don't think resource teaching would be particularly useful for deputies.

6. What have resource teachers brought to the system?

Expertise that classroom teachers feel that they have not got. Allows teachers to get rid of their remedial cases but program does not look after the gifted.

4. SCHOOL 29: INTERVIEW WITH DEPUTY PRINCIPAL

1. Resource teachers role.

Last year the resource teacher organised and gave an evening in-service seminar which was attended voluntarily by fifty-three (53) staff members. The seminar on Language in Curriculum Areas was followed up during the following three weeks and will be repeated this year.

Informally the resource teacher meets with many teachers and helps plan programs. For example he is running a grade 11 Reading Skills program with the English teachers and is also involved with

History and Citizenship Education that I know of.

He also supervises teachers who take small groups for remedial reading. I timetable the teachers, as many as are available, and he helps organise and support the program.

2. Do class teachers feel the resource teacher can help them individualise instruction?

I would think not. I don't think class teachers have accepted the idea of individual instruction for the higher level students, only the remedial groups. But then I remember the fifty-three who turned up to the resource teacher's seminar and wonder if I'm not wrong.

3. Do you think teachers understand the role?

I believed it was to help all teachers enrich their classes for all students but I think most teachers see it as remedial work.

4. How did you get to know about the role?

I was an English subject master at the time. The principal went to the seminar or meeting and came back and told us about it. I went to the office and asked for a booklet, a blue booklet, describing the role and found out for myself about the wider role. Most other teachers though thought it was just a remedial role because they hadn't read the book which stayed in the principal's office.

5. Were teachers anxious, resentful or pleased at the introduction?

I think anxious and resentful. I know I was. We didn't know much about them and it sounded one of those glamour jobs, out of the classroom. It did meet a felt need, many teachers thought they couldn't teach reading and then saw it as a way to get rid of their problems. Resource teachers are seen by some people as refugees from the classroom. Our last principal felt that way although our resource teacher is good and well accepted by all teachers here.

6. What do they bring to the school?

Well, I wouldn't like to see them go although I don't know what they bring. We have twenty-six deaf students and we expect the resource teacher to know what to do with them. He is responsible for them. Then there is the remedial work he overlooks.

If we didn't have him maybe teachers would jsut have to do their own remedial work.

NOTE: On checking his files later the deputy principal found there were only seven (7) hearing impaired (deaf in his terms) children. They had only arrived in the school at the start of the school year two months before. He did not know where they had gone to school previously or whether they had attended a regular rather than a Special School .

7. Are any changes required to the resource teacher program?

The name does not help. They should have a name which shows they are experienced teachers who work in classrooms with other teachers.

It probably needs to be a promotion position equal to a subject master to give them some authority.

5. SCHOOL 29: CLASS TEACHER PERCEPTIONS OF THE RESOURCE TEACHER PROGRAM

(a) Biographical Details of the Staff Interviewed

Table 49

SCHOOL 29: BIOGRAPHICAL DETAILS OF THE STAFF INTERVIEWED

No. of years teaching	No. of years at school 29	Subject(s) taught	Age bracket	Sex	Rated frequency of contact with R.T.
19	11	Home Econ.	30-40	F	1
12	6	Commercial	30-40	M	1
8	5	Geography	< 30	F	3
5	2	Geog./Eng.	< 30	F	2
3	3	Phys./Chem./ Jnr.Sc.	< 30	M	2
2	1	Fr./Geog.	< 30	F	1

Six teachers were interviewed at this school. Interviews were conducted at random as teachers became free on spare periods during the day.

The group had had little professional contact with the resource teacher, the highest rating of frequency of contact being 3.

(b) Teacher Responses to Questionnaire

Q.1.1 *How well do you think you understand the planned role of the resource teacher?*

Ratings given: 3,3,3,4,4,4 $\bar{x}$ = 3.5

Ranked position of mean response to Q.1.1 = 7th

Q.1.2 *What do you understand the resource teacher role to be?*

A clear division existed here between the young teachers who all rated 3 and the older teachers who all rated their understanding of the role at 4. This result does not appear to be a function of working with the resource teacher because two of the younger teachers had worked closely with the resource teacher whilst two of the older ones had had no formal working association.

Explanations of their perception of the role showed the older teachers, who had received the resource teacher's introduction, to have a clearer perception of the role as defined by the resource teacher, than the younger teachers. This distinction can be seen in the following comments:

> Help for teachers in preparing units of work for disadvantaged students (remedial). and
>
> To aid students with learning difficulties. To aid teachers in the planning and organisation of material so that lessons can be geared to all levels of student ability.

Both of these were older teachers who received the initial introduction.

Younger teachers' comments were:

> I understand it to be one of even greater importance in many respects than the Guidance Officer. It involves tutoring the students both academically and socially (the latter being possible I feel through the low ratio of teacher/student teaching) being able to focus on their learning problems (particularly Maths and English) - remedial learning. and
>
> I tend to think of the resource teacher as a REMEDIAL teacher mainly. Secondly, I see it as one which is for the provision of guidance to teachers who have trouble in planning work for low ability students. Generally I see it for the students first, not for the teachers' benefit in helping students.

This teacher also commented that he would not go to the resource teacher for help because it would be an admission that he was a weak teacher and could not cope in his class.

The responses given by this group of teachers suggest that the older teachers who received the resource teacher's explanation of his role, had a more accurate perception than those who came later and did not receive this initial interpretation. The younger ones clearly saw the student oriented withdrawal, remedial role as the resource teacher's job whereas the older teachers all referred to the co-operative, teacher-resource aspect aimed at improving class teaching in subject areas.

Q.1.3 *How were you introduced to the resource teacher role?*

Two people, both older teachers well established at the school, thought the role was quite well introduced. One, a subject master comments, "Resource teacher introduced by principal at a subject masters' meeting. The resource teacher gave an outline of his role and how the school could use him."

One teacher rated the introduction only 2 and explained:

> Initially the role was very cloudy to me. I became aware by word of mouth from others and from class members and nephews etc. who went to the remedial class. In Science, I didn't realise some of my students were doing remedial English and Maths.

This teacher also said he had been at the school nearly a year before he realized students were leaving his class to go to the resource teacher. He had presumed the students were absent when they failed to attend his classes.

Another commented:

> Whereas the role of the resource teacher is now fairly clear, more use could have been made of him

> if the staff knew from the onset exactly why he was there.

The younger teachers who had arrived after the resource teacher first introduced himself, had apparently received no interpretation of the role, either at University or College, nor did they receive a formal introduction upon their arrival at the school. That is, the induction of new teachers at this school apparently did not include an orientation towards how they might work with or make use of the resource teacher. Any interpretation was haphazard and subject to fortuitous circumstances.

Q.1.4 *How well was this introduction carried out?*

Ratings given: 2,3,3,3,4,4 $\bar{x} = 3.1$

Ranked position of mean response to Q.1.4 = 8th

Q.1.5 *How satisfied are you with the role?*

Ratings given: 1,4,4,4,5,5 $\bar{x} = 3.8$

Ranked position of mean response to Q.1.5 = 3rd

Q.1.6 *What changes, if any, would you like in the role?*

All teachers except one, rated high satisfaction wit the role. The only teacher to express dissatisfaction said:

> From this area (Home Economics), we have not used tt the resource teacher as time table usually finds us both fully committed. I think if we had two resource teachers we may be a lot better off.

This teacher's concern was that because of commitments applied by the timetable she and her colleagues were unable to use the resource teacher. Her recommendation was therefore for a second resource teacher, not for any change in role.

This opinion was in fact shared by some of the other teachers. They also suggested that their resource teacher was fully committed and that more resource help was needed. "Seems to be a need for more than one per school".

Q.2.1 *How often are you in professional contact with a resource teacher?*

Ratings given: 1,1,1,2,2,3 $\bar{x}$ = 1.6

Ranked position of mean response to Q.2.1 = 11th (last)

Q.2.2 *What form does this contact take?*

Teachers' comments suggested heavy workloads were to blame for their low contact with the resource teacher. The highest rating, 3, was given by a teacher who said her contacts with the resource teacher were: "(a) when seeking advice on the teaching of deaf children; (b) when seeking advice on the readability levels of textbooks."

Another teacher who did not know there was a resource teacher in his first year at the school and who was afraid to approach him because he would be seen as a failure, said he had started to make approaches following last year's seminar since when there had been an obvious acceptance of the resource teacher. "I ask him how students are getting on and for advice on textbooks and work for them."

Q.2.3 *How highly do you rate the value of these contacts?*

Ratings given: 2,3,4,4,5,5 $\bar{x}$ = 3.8

Ranked position of mean response to Q.2.3 = 3rd

Q.2.4 *What benefits, short term and long term, do these contacts provide for you?*

The respondents gave the third highest rating to this question. Teachers felt that their resource teacher had insights into working with 'difficult' students which they did not have and they consequently appreciated his advice.

> Not being trained to handle 'difficult' students I find his advice useful and encouraging.

The quality of his work and advice were also highly valued. Teachers felt confident that their requests would be sympathetically heard and efficiently attended to. One teacher commented that he rated the benefits he received as, "Superb. Everything I've had has been excellent."

Q.2.5 *What contributions can a resource teacher make to staff development?*

All teachers mentioned the value of formal seminars given in the school by the resource teacher. In addition the one teacher who was most in professional contact with the resource teacher noted the value of informal in-service.

> Resource teachers could work with class teachers in organising work programs and could pass out relevant information on problem areas or new approaches to the teaching of slow learners.

It would appear that the teachers sampled all saw the value of formal resource teacher seminars but that the informal gaining of insights and skills was only understood by those in regular in-class contact.

Q.2.6 *How highly do you rate these contributions?*

Ratings given: 3,3,4,4,4,5 $\bar{x} = 3.8$

Ranked position of mean response to Q.2.6 = 3rd

The ratings given reinforced the high regard which the group shared in Q.2.5 for the resource teacher's contributions.

Q.3.1 *How attractive is the job of a resource teacher to you?*

Ratings given: 1,2,2,2,2,3 $\overline{x} = 2.0$

Ranked position of mean response to Q.3.1 = 10th

Q.3.2 *Say why or why not?*

The resource teacher's job was rated as very undesirable by teachers sampled. They placed it tenth (10th) of all the propositions made. Reasons given were preference for working with classes, lack of understanding required, vagueness of the role, lack of potential. One teacher felt the job had appeal.

Q.3.3 *What kind of person is needed as a resource teacher?*

All the teachers mentioned 'dedication' and 'patience'. This may be significant since all teachers were interviewed separately without any knowledge of who else was to be interviewed. Other comments were 'needs to be highly intelligent, a good administrator, have good rapport with staff'.

Q.3.4 *How much is a period as a resource teacher LIKELY TO HELP a teacher's promotion prospects?*

Ratings given: 1,3,3,3,3,4 $\overline{x} = 2.8$

Ranked position of mean response to Q.3.4 = 9th

Q.3.5 *Say why or why not?*

These teachers although having a high opinion of their resource teacher did not feel that experience in the job was likely to help gain promotion. Opinions differed as to the value of the experience. Some suggested it gave a wider understanding of the functioning of the school, others that it gave no new skills. In general the type of experience was not seen as that which was considered in making promotions which tend to be through subject area specialisation.

Q.3.6 *How valuable would a period as a resource teacher be to a teacher aiming at promotion?*

Ratings given: 2,3,3,5,5,5 $\overline{x}$ = 3.8

Ranked position of mean response to Q.3.6 = 3rd

Q.3.7 *Say why or why not?*

This question revealed a much more positive opinion than 3.4 and 3.5. The previous questions sampled what teachers thought was likely to happen. Questions 3.6 and 3.7 ask what the teachers thought was desirable. In this case half of the sample gave the strongest rating possible to the proposition. Only one teacher, male in his third (3rd) year of teaching did not see any value. By contrast a female teacher also in her third year of teaching said she thought that:

> ... many a principal would do considerably better in their job if they had done resource teaching.

The other teachers who strongly favoured the experience saw it providing an understanding of a variety of subject areas and the problems of students and staff in these areas.

Q.4.1 *How important do you think it is for the role of the resource teacher to continue in Queensland?*

Ratings given: 5,5,5,5,5,5 $\overline{x}$ = 5.0

Ranked position of mean response to Q.4.1 = 1st

Q.4.2 *Say why or why not?*

The teachers interviewed unanimously agreed that it was of the highest importance that resource teaching be continued in Queensland high schools. All gave the proposition the highest rating possible.

The reasons given all stressed the need to have someone in the school who could provide specialised help to students with learning problems. The need for assistance to class teachers to help them provide for these students was also stressed.

In a broader sense one teacher, a subject mistress with nineteen years teaching experience, said:

> Because the help they afford to many teachers and pupils is education and that is what we should all be aiming at - EDUCATING.

Q.4.3 *How likely do you think it is that resource teaching will continue in Queensland high schools?*

Ratings given: 3,4,4,4,5,5 $\overline{x} = 4.1$

Ranked position of mean response to Q.4.3 = 2nd

Q.4.4 *Say why or why not?*

The group placed this proposition second in their ratings and felt confident the role would continue. The teacher who rated it 3 did so because of 'lack of funds to support the role'. One other person felt that as problems in schools were increasing, more, not fewer, resource teachers would be needed.

6. SCHOOL 29: INTERVIEW WITH RESOURCE TEACHER

Male, 30, completed Post Graduate Diploma in Resource Teaching (Secondary). Had previously worked as a resource teacher in another

Queensland secondary school for one year. Has served as the resource teacher in his present school for nearly three years.

(a) Introduction to the School

This resource teacher learned of his first appointment one week before commencing duty. Upon arrival he found the school was not prepared for his arrival and he was required to explain what his role was to be.

In his second school, he was again the first resource teacher to be appointed to the staff and again had to interpret his role to the staff. The principal had introduced him at a subject masters' meeting and had allowed him to explain to them what he thought his role should be.

This is confirmed by the interview with teacher 2.1 who said:

> Resource teacher introduced by principal at a subject masters' meeting. The resource teacher gave an outline of his role and how the school could use him. (Teacher interviews, school 29, teacher 2.1, subject master). Following this he visited the various staff rooms in the school at morning team and introduced himself to the teaching staff.

(b) Relationship to Principal and Deputy

The school had had a high turnover of administrative staff during the time the resource teacher had been at the school. Three principals and two deputies had administered the school during the period (three years). This had, of necessity, made it difficult to develop long term policies or programs involving the administration. All of the administrators had allowed the resource teacher to work in a fashion which he largely determined and had not seen it necessary to schedule him for regular teaching duties. The resource teacher felt therefore that he had been free to establish contacts with the class teachers which had allowed him to develop in-class and resource room programs as determined by the needs of the situation. Support had been received from the administration as required and had always existed to the extent that he was trusted and allowed to develop his own programs. (This was confirmed by the comments of both the principal and deputy principal who both volunteered that their resource teacher "would be an excellent candidate for promotion to subject master and beyond".

(c) Role within the School

(i) Support for eight partially hearing children integrated into the school. A peripatetic teacher of the hearing impaired visited the school two days each week and withdrew these children individually for ongoing support and language development. The resource teacher supplemented this work filling in when the visiting teacher failed to attend. He liaised with the teachers of these children offering information on their condition and advice on programming.

(ii) Withdrawal programs for students having particular difficulties in class. These usually involved improvement of reading and general language skills in content areas.

(iii) In-class resource to class teachers. Some were arranged following offers by the resource teacher; for example, a current year 11 study skills-content area reading program. Most involvement however, resulted from approaches by class teachers who had come to know the resource teacher and requested his help as needed. His current involvement was in a year 10 Commercial class where he and the teacher were working on vocabulary and spelling improvement.

(iv) Reading and development classes. These were organised with the co-operation of the deputy principal who asked for volunteers from those teachers who had extra preparation periods. The usual number of preparation periods was six per week but about twelve teachers were allocated nine periods. Of these, six teachers worked in a reading development program under the supervision of the resource teacher. He started the groups of students, 5 or 6 per group, after assessing their needs, provided materials and then introduced the volunteer teacher to a working program. His role then was to circulate around the groups, offering diagnosis, prescription, materials and general support as necessary.

The program was well supported by the staff who volunteered.

(d) In-Service

Formal in-service was offered last year through an after school staff seminar funded by the State Development Committee. The program was based on an evening workshop which lasted until 10.00 p.m. and which was attended by fifty-three teachers. Follow-up was done over the next three weeks when groups of teachers in subject areas were freed of their timetable responsibilities for two double period blocks. The resource teacher thought this had been worthwhile since many contacts were established and there had been a great increase in the awareness of his role.

Informal in-service had increased greatly since the formal activities noted above. Many teachers had since come to the resource teacher for advice on texts, classes, individuals, teaching methods. One teacher became particularly interested and was now training to be a resource teacher.

(e) Changes Required

The resource teacher expressed great concern at the lack of support for resource teachers. The annual $200 materials grant had been lost; no advisory teacher was appointed to replace the official advisor when she left in the middle of the previous year for a year's study leave; no Inspector had direct responsibility for resource teachers and so they were not represented in departmental considerations; no official channel existed for resource teachers through a senior staff member in schools at the subject master level; no worthwhile effort had ever been made to inform teachers and/or administrators about the resource role; morale was said to be low amongst resource teacher colleagues who either had been or expected to be given class teaching duties because administrators used the shortage of teachers as an excuse to get resource teachers into classes.

(f) Specific Recommendations

(1) Resource teachers be made supernumerary to staff.

(2) A senior official in the Department of Education be given day to day responsibility for resource teacher appointments, programming, development and recruitment.

(3) More resource teachers be appointed to schools which already had one but which sought to improve the service offered.

(g) Satisfaction Gained

Relationship to students; a sense of offering help which was specifically required and was also appreciated by both staff and students; more freedom then in class teaching.

(h) Frustrations

Isolation from other resource teachers. Sense of not being seen as worthwhile by the Department of Education.

E. CASE STUDY 4 SCHOOL 12

RESOURCE ROLE CATEGORY: CHANGED RESOURCE ROLE
1976 RESOURCE ROOM; 1977 BALANCED RESOURCE
ROLE: 1978 IN-CLASS RESOURCE

Interviews conducted with:

- Principal
- 10 Class Teachers
- Resource Teacher

1. DISCUSSION

School 12 was chosen for closer study as an example of a school which had changed the orientation of its resource program. The orientation was changed not once but twice during the period surveyed. In 1976 the school was categorised as having a Resource Room orientation. In 1977 this changed to a Balanced Resource Role and in 1978 it changed again to an In-Class Resource Role.

The school was in a low socio-economic area and was said by the principal to have seventy (70) per cent of its population requiring 'remedial help'. The resource teacher had been at the school for three years and was the second person to fill the position at the school.

(a) Introduction of the Resource Role to the School

The resource role was introduced to the school by the principal who had attended a seminar on the subject. No firm role for resource teachers was communicated to the principal at this seminar and he felt he had to return to his school and, "work it out for himself".

Upon his return the principal described the new role to teachers at staff meetings. He did not feel it worthwhile sending round written descriptions as teachers are 'too busy and do not read them.' Since the original introduction, the principal has relied on the resource teacher to move around the school and conduct a public relations exercise to advise teachers of the role.

The teachers questioned did not agree as to the quality of their introduction to the resource role. Some, who had worked with the resource teacher, were satisfied but the majority, who had not, thought it very poor. At the time this case study was carried out (March, 1979), the school had no formal introduction to the resource role for teachers joining the staff nor was any written description available. A number of teachers complained about this lack of information regarding the role and recommended improvements.

(b) Development of the Resource Role

The school was described by the principal as needing several remedial rather than resource teachers. He had organised the student population into ability streams and had involved the guidance officer and resource teacher in this exercise.

The role of the resource teacher was to devise and introduce basic skills programs into the lowest classes which were then followed up by the class teacher. Thus the in-class resource aspect of the role was very prescribed and very limited. Teachers did not feel involved in determining the role of the resource teacher and saw this as determined by the principal. Several teachers complained about the lack of response from the resource teacher when approached for help and commented on her light teaching load. It will be noted from Table 50, Resource Teacher Work Program School 12, that the scheduled resource hours in this school have been substantially below the state mean for each of the three years studied.

No formal in-service had been provided by the resource teacher in this school and few comments were made which suggested any informal input which teachers valued.

(c) Relationship to Principal

The principal had taken a clear and firm stand in prescribing the role of the resource teacher in School 12. Discussions on the role appeared to be limited to the principal, guidance officer and resource teacher.

In the first two years of the program the principal said one to one treatment had been tried but reached too few students. In the third year groups were tried. "Now there are remedial classes in English and Maths."

The arbitrary way in which the principal had designed the program appeared to have excluded the subject teachers from participating in its development. This may well explain why the program had not spread beyond the basic English and Mathematics level.

Personal relations between the principal and resource teacher were excellent.

(d) Realtionship to Teachers

Enquiries made of class teachers suggested that relationships between them and the resource teacher left much to be desired. Some teachers who had worked with the resource teacher were satisfied with the role but others were very critical. When asked how highly they valued professional contact with the resource teacher, five teachers (half the sample) rated it 1 on the 5 point scale, while four others rated it 4. This division appeared in several other questions also. It would appear that a substantial number of teachers in School 12 were not satisfied with the resource role, were not satisfied with the resource teacher personally and did not feel able to approach the principal to clarify the matter. It was felt beyond the scope of this enquiry to pursue these differences any further.

(e) Conclusions

The resource role in School 12 appeared to lack acceptance by a substantial number of the staff. The role was determined by the principal and appeared remote and unapproachable to many teachers. The resource teacher was perceived by some as not pulling her weight. Indeed figures provided suggest that the scheduled resource role did in fact allocate substantially fewer hours to the role than the state mean for all resource teachers who responded.

Part of the problem in this school undoubtedly lay in the nature of the school population. The very low socio-economic area provided many students who operated at a low academic level. One resource teacher to over a thousand pupils in these circumstances could do very little to solve the overall problem. The resource teacher was being utilized in a basic skills program, largely in year 8. Consequently, teachers of other grades and other subjects had no opportunity to work with the resource teacher and felt helpless to broaden their programs within their classrooms. They undoubtedly felt that the resource teacher could offer much to them but were very frustrated at the lack of opportunity to obtain such assistance.

2. RESOURCE TEACHER WORK PROGRAM, 1976, 1977, 1978

(a) School 12: Weekly Allocation of Scheduled Resource Teachers Hours to Specified Activities, 1976 to 1978

Table 50

SCHOOL 12: ALLOCATION OF RESOURCE TEACHER'S SCHEDULED

HOURS HOURS, 1976-1978

	No. of scheduled hours	Withdrawing Individuals	Withdrawing Small Groups	In-class Resource	Teaching regular classes
1976	15.0(19.0)*	1.5 (4.1)	10 (9.3)	2 (2.8)	1.5 (2.7)
1977	11.7(20.9)	0 (3.7)	4.2(10.4)	7.5 (4.6)	0 (2.1)
1978	16.5(19.1)	0 (2.7)	0 (8.0)	13.5 (4.9)	3 (3.3)

* figures in parenthesis show the mean number of hours spent by all secondary resource teachers included in the survey

The allocation of scheduled resource time in School 12 in both 1977 and 1978 was oriented towards in-class resource (Table 50). The balance of scheduled resource time had varied in each of the three years surveyed. Resource Room work had diminished from 11.5 hours (1976), to 4.2 hours (1977), to nothing in 1978. In contrast, In-Class resource had increased from 2 hours (1976) to 13.5 hours (1978). In two years, 1976 and 1978, the resource teacher chose to teach a regular class. It is noticeable that in each of the three years, the amount of scheduled resource time in School 12 had been below the state mean. The difference was most clear in 1977 when the allocation was 9.2 hours per week below the state average. By 1978 the margin had closed to 2.6 hours.

(b) Allocation of Resource Teacher Time as a Percentage of Scheduled Time

Table 51

SCHOOL 12: HOURS ALLOCATED TO VARIOUS ACTIVITIES AS A PERCENTAGE OF WEEKLY SCHEDULED RESOURCE TEACHER TIME 1976-78

	Scheduled # hours	Withdrawing Individuals	Withdrawing Groups	In-Class Resource	Regular Class Teaching	
1976	15.0 (19.0)*	10.0 (21.6)	66.6 (49.0)	13.3 (14.9)	10.0 (14.42)	%
1977	11.7 (20.9)	0 (17.8)	35.8 (49.7)	64.1 (22.0)	0 (10.39)	%
1978	16.5 (19.1)	0 (14.3)	0 (42.2)	81.8 (25.9)	18.1 (17.5)	%

* figures in parenthesis show state means

The contrast to the state's mean allocation of hours in each category becomes clearer in Table 51. In 1978 the state mean for resource room work (individual and group withdrawal) was 57.5 per cent of scheduled resource time. By comparison, School 12 allocated no regularly scheduled time to this role.

In-class resource on the other hand saw this school devoting 81.8 per cent of its scheduled time compared with the state mean of 25.9 per cent. It should be noted that School 12 devoted fewer hours each week to the activities listed than did other schools as shown by the state mean.

(c) Development of Resource Program

(i) 1976. The resource teacher's involvement was limited to three grade 8 and one grade 9 class, all for English classes. Two arrangements were requested by the class teacher, two initiated by the resource teacher. All continued for the full year for one half-hour each per week.

Resource teacher activity in each case comprised arrangement of program, teaching lessons based on reading, writing and listening skills. The class teacher's role was to produce follow-up activities. The resource teacher complained at the end of the year that the work "can all be left to the resource teacher".

(ii) 1977. The amount of time given to In-Class Resource increased in this year from 2 hours to 7.5 hours per week. The number of classes worked with increased from four to eight although still confined to grades 8 and 9. The program extended this year to include Mathematics as well as English.

In both subject areas, the work done by the resource teacher helped to develop basic skills programs for the least able students.

The Mathematics subject master worked with the resource teacher to design and implement the program, the resource teacher team teaching and undertaking preparation and marking with the other teachers.

As aspect of this In-Class Resource worth noting is in regard to time spent with each group. Eight groups were worked with for a total of ten class periods. Three of these periods were spent with one Mathematics class and the remaining seven periods with seven differeng English classes. One might question the value of in-class resource which served so many classes for such short periods of time.

(iii) 1978. The In-Class Resource time allocation again increased this year. Thirteen and one half hours were spent with nine classes for eighteen periods. Each class received two periods attention each week from the resource teacher.

The greater part of the program was in English, one two periods each week, grade 10C3, being used for Mathematics. In this class the group was divided into two and the resource teacher taught the less able group under the Mathematics teacher's direction.

(d) General Involvement

The resource teacher was also involved in preparation of materials for teachers, for example, class sets of work on listening skills for use by English teachers. In Science, she had prepared graded reading materials for when the teachers were absent.

School 12 was said to have a large number of less able, low achieving students. Because of this, the classes were streamed and the lower ability groups gathered into special classes. The resource teacher worked with these classes to help develop basic skills in reading and writing. The role of the resource teacher was to supervise these programs by spending one period (1976, 1977) and later two periods (1978) with each class. She prepared materials and taught lessons which were followed up in a later lesson by the class teacher. The English teachers remained responsible for the literature components of the course.

3. SCHOOL 12: INTERVIEW WITH PRINCIPAL

Q.1 Why were resource teachers introduced into Queensland secondary schools?

A. In the 1964 change, the high school got grade 8 students for the first time. The curricula had always been very academic, a Grammar School. By 1970 we had students coming into high school who could not read. High school teachers had never experienced that before. Children were now being promoted every year and primary schools could not retain them.

The high school suddenly had a lot of problem, remedial learners and something had to be done about them. I think that is why resource teachers came into our high schools. To help them cope with the people who needed help that the high school teacher could not give. Was not trained for.

Q.2 Given the criteria suggested by Q.1, do you think your school qualified for a resource teacher? In what ways?

A. Yes. Probably more than any other high school in the state. We have about 70 per cent of this school's population needing remedial help. That is they are below average! Where other schools have one or two problem readers, we have forty who can't read. Other schools may have our problems but we have them to a greater degree. The greatest need in this school was for remedial work.

Q.3 Did you request or were you assigned a resource teacher?

A. We were amongst the first set of schools to get one. It was obvious that we needed one.

Q.4 How was the proposed role of the resource teacher communicated to you?

A. The principals had a seminar. There is no universally agreed role for resource teachers. We all had to come back and work it out for ourselves. So the way the role has developed here is quite different from the way it developed in school X.

Q.5 How were class teachers made aware of this new role?

A. By the principal. After being to the seminar it was his job to come back and indoctrinate, if that's the right word, indoctrinate his staff. No use sending round pieces of paper. There have been so many pieces of paper on different roles, that people don't read them. Probably if you sent one round on the role of the resource teacher, they still wouldn't know what it was.

It's up to the principal in his own school. I guarantee probably no more than 5 per cent of Queensland teachers have read the Radford Report and less than 1 per cent the Scott Report.

The resource teacher can also do a lot by good P.R. I encourage both the resource teacher and the teacher librarian to get out and meet the teachers.

Q.6 What planning was carried out at this school, prior to the appointment of the resource teacher?

A. Only through the principal. Principals had a seminar and it was then left to them to indoctrinate their staff on how to use the resource teacher in their schools. I have kept in touch with the Advisory Teacher for resource teachers. She comes out. There is no agreed role for all resource teachers. If you asked every teacher in the school, they would probably equate Resource with Remedial. There was no formal departmental planning.

Q.7 Did any relationship exist between the training program for resource teachers and the school prior to or after the appointment of a resource teacher?

A. No. Our only contact has been with the Advisory teacher.

Q.8 What effect did the introduction of this new role have on the roles of other staff members. Did any conflict of roles arise? How have those been resolved?

A. Many teachers see specialists as someone who is going to take their problems away from them. I don't see it that way. Class teachers have to learn to do their own remedial and resource work. There were no conflicts of role. Teachers have had to get used to the way in which the resource teacher is used in this school.

Q.9 What is the present role of the resource teacher in this school in relation to:

(a) other teachers
(b) students
(c) administration
(d) in-service (formal or in-formal)
(e) communities or persons outside the school?

A. (a) At first teachers were reluctant to go the the resource teacher with their problems. Many teachers would feel able to handle all the problems in their own classes. They didn't want to admit that they couldn't. That's where the P.R. comes in. The resource teacher has to sell herself as someone who can help.

I think now most teachers in this school would be happy to go to the resource teacher and say, "What do you think?"

(b) To find the students who need help. Show them understanding and compassion.

(c) I suppose that I have been responsible in this school for the way that the guidance officer, the teacher librarian and the resource teacher all operate. With the resource program, we tried one-to-one remedial work. But in thirty periods a week you can only handle thirty kids. We then tried a bit of psychology and used group therapy. We put groups of youngsters with similar problems together. That way they should be able to support each other. Now we have remedial classes in English and Mathematics, with a bit of Science. I plan the program with the resource teacher and guidance officer.

(d) No. The resource teacher does not have any special role in in-service.

(e) The resource teacher visits all the feeder primary schools to get information about the incoming grade eight students. We probably have more information on our new grade eights than any high school in Queensland. That way we can plan what we need to do in grade eight, what we need to do with our resource teacher.

Q.10 Where is the main thrust of your resource teacher role directed?

A. Let's face it. The main thrust in high schools for a long time has to be on the remedial side. The ones and twos of crippled or hard of hearing handicapped kiddies are not being reached. Because of circumstances we have got to have some remedial work done. Nobody else is doing it.

Ideally every teacher should do their own remedial work but that is going to take time.

Q.11 To whom is the resource teacher responsible and how is this duty discharged?

A. To the principal. We meet regularly to discuss the needs of the school, the programs being given and what new programs are required. It's a team effort.

Q.12 What type of person is likely to succeed as a resource teacher?

A. A person who is very good at P.R. An outgoing person, they can't wait for teachers to come to them. That doesn't work in a school like this. We've had guidance officers who sat in their office and said, 'let them come to me'. It does not work.

Q.13 To what extent are suitable people being encouraged to take up resource teaching? Who or what by?

A. You are putting me on the spot here. The present scheme really depends on people volunteering to do the course. I very much doubt whether the right kind of people are being advised to take it on. Just as I doubt that the proper people are encouraged to take up school librarianship. I think as principals we look more at the hierarchy, at prospective subject masters. Those two are dead-end jobs. They are very satisfying but to get on, the next step is subject master and to get that they have to go back to teaching lessons again. You are probably encouraging a good teacher to become a subject master/mistress in say English rather than becoming a resource teacher which is a dead-end job.

We need a concerned person who wants to help the handicapped kid. The crippled, hard of hearing and so on. The ones and twos who are not being reached now.

Q.14 What factors may discourage teachers from taking up this role?

A. Dead end job - can't see a future. In high school, teachers see themselves as lecturers rather than teachers. They feel affronted if the child does not understand their lesson. The high school teacher, as a generalisation, is not interested in the whole child. Primary teachers do see themselves as concerned with the whole child. Most high school teachers, especially the ones with degrees, see themselves as lecturers. Possibly the most effective high school teachers are the Manual Arts teachers. They have no academic scholarship but possibly what they do has more value to kids than all the other teachers.

Q.15 Is the role seen as one which improves one's chances of future promotion?

A. No I don't think so. As I have already said it is a dead-end job. The only way out would be for a woman. A woman can go onto Senior Mistress. I've got a very mature resource teacher. She would make a good Senior Mistress.

I think every administrator should have as much experience as possible so that the experience of resource teaching would be valuable. However, I think every teacher should be competent to do their own resource work. That way all adminstrators would also have the skills.

Q.16 To what extent is the training program producing competent resource teachers who meet the school's needs?

A. They must have knowledge, subject matter they can deal with. The resource teacher's subject matter though covers all subjects.

I think the program is alright. We have had two resource teachers here and both have been good people.

A school like ours needs mostly remedial teachers. They have remedial teachers in the primary schools. I would say we have seventy per cent of our students needing remedial help. These are all the facts and figures going back overy many, many years.

The other thing they need is P.R. They must be good at public relations. The aspect of helping all teachers evolved through English and then went on to Mathematics. Those were the two fundamental things that were required. There is a little bit of work in Science. And, a little bit of work on referrals of problem children who can't read or can't learn. With some work done on choice of textbooks.

They need all these skills.

Q.17 What advantages, if any, accrue to the school from the installation of a resource teacher program?

A. I don't know what I'd do if I didn't have a resource teacher. Our remedial programs are working in English and Mathematics and move up from year 8 to year 9 as well next year. The team teaching with the extra teacher coming in. I'd rather have more resource teachers than fewer. We have a tremendous number of advantages here. I don't know what we would do if we lost our resource teacher.

Q.18 What disadvantages, if any, accrue to the school from the installation of a resource teacher program?

A. They are counted in with the teachers who staff the school. That means if they don't teach classes, that the other teachers have to take that load. The other teachers then see the resource teaching not taking classes and think she is doing nothing. That means we have a P.R. problem and the only way to solve it is for the resource teacher to get out and be seen by the class teachers.

Q.19 Is it desirable, at this stage, to offer an in-service program within the school, on how a resource teacher might be effectively utilised?

A. That is the principal's job. It is part of how the school is run. It has been ongoing here. I don't think we need a special program.

Q.20 What support, if any, needs to be provided that will assist in the more effective deployment of resource teachers?

A. More recognition. They need a status symbol particularly if they haven't a degree. In the high school if you haven't a degree and have no status symbol, you are at the bottom of the pile.

4. SCHOOL 12: CLASS TEACHER PERCEPTIONS OF THE RESOURCE TEACHER PROGRAM

(a) Biographical Details

Ten class teachers completed the questionnaire indicating their perceptions of resource teaching. Biographical details of the sample are as follows.

Table 52

SCHOOL 12: BIOGRAPHICAL DETAILS OF STAFF INTERVIEWED

No. of years teaching	No. of years at school 12	Subject(s) taught	Age bracket	Sex	Rated Frequency of contact with R.T.
22	1	Maths/Sc.	40+	M	1
15	.5	English	40+	F	1
14	8	T.L.	30-40	F	3
13	6	Maths	30-40	M	4
10	4	History	30-40	M	1
8	.2	English/Hist.	30-40	F	1
7	1	Eng./Cit.Ed.	< 30	F	5
7	4	English/Hist.	< 30	M	1
6	4	English/A.Hist.	< 30	F	1
2	2	Ger./English	< 30	F	1

Five teachers were interviewed as available in spare periods during the day. The remaining five teachers completed the questionnaire which were later collected and discussed with them.

(b) Teacher Responses to the Questionnaire

Q.1.1 *How well do you think you understand the planned role of the resource teacher?*

(Please mark your response from a Low of 1 to a High of 5. Use Don't Know (D.K.) only if you really have no opinion).

Ratings given: 1,2,2,2,3,3,3,4,4,4 $\bar{x} = 2.8$

Ranked position of mean response to Q.1.1 = 4th

No teacher rated his understanding of the resource role at the highest point on the scale (5) although one person did rate it at the lowest point (1). Significantly this person had been teaching for fifteen years and was a subject teacher although new to this school.

Q.1.2 *What do you understand the resource role to be?*

The resource role was perceived as providing, and also helping teachers locate, suitable materials and resources. Equally important was the responsibility to work with less able students who were seriously behind in school work and therefore required individual attention. Two teachers mentioned co-operation with class teachers to help individualise instruction and two others particularly noted extension work with brighter students.

A resource room role was therefore emphasised in these perceptions.

Q.1.3 *How were you introduced to the resource teacher role?*

Few teachers were able to say exactly how they were introduced to the resource role. One said she had seen "numerous" Department of Education publications explaining the role. However, this was contradicted by two teachers who said they had 'never seen or heard the role explained'. Perhaps significantly, the first teacher had only recently arrived in School 12 whilst the latter two teachers had each been on the staff for four (4) years.

Four teachers had learned of the role through the resource teacher and one whilst doing a Diploma of Education.

Q.1.4 *How well was this introduction (to resource teaching) carried out?*

Ratings given: 1,1,1,1,2,2,3,3,4,4 $\bar{x}$ = 2.2

Ranked position of mean response to Q.1.4 = 8th

The overall response to this question was very low. Six of the ten teachers rated the introduction received as very poor to poor. Since question 1.3 above has shown introduction to the resource role to depend largely on contact with the resource teacher, further examination of the responses was made to see if satisfaction with the introduction correlated with contact with the resource teacher. This did not prove to be the case. Two teachers with frequent resource teacher contact (Q.2.1) rated their introduction to the role very low (1,2), whilst two other teachers with very infrequent resource teacher contact rated their introduction as good (4,4).

The quality of the introduction therefore seems to vary and appears to be a function of variables within the personal contacts not sampled by this questionnaire.

Q.1.5 *How satisfied are you with the role?*

Ratings given: 1,2,2,2,3,3,3,3,4 $\bar{x} = 2.3$ DK = 1

Ranked position of mean response to Q.1.5 = 7th

Only one teacher rated her satisfaction with the resource teacher role above the mid-point on the scale at a 4. On the other hand, four of the ten teachers rated their satisfaction at the lower 'dissatisfied' end of the scale.

Q.1.6 *What changes, if any, would you like in the role?*

Although the responses to Q.1.5 were generally unfavourable no firm suggestions for change received general support. Instead a variety of changes were recommended which suggested the need for improved performance rather than any fundamental changes in the role. Suggestions made were as follows:

- Help for new teachers (from a teacher who had been on the staff only six weeks).
- Better liaison with class teachers who have students withdrawn from their classes both in terms of timing and feedback about progress.
- Resource role needs to be clearly defined and constantly evaluated.
- Materials available should be listed by subject and grade and made available to all teachers.

Two more significant comments regarding the resource program were:

- Teachers should be involved in determining what the resource program should be. It should not be assigned by the principal.
- There should be more resource teacher involvement with remedial work.

Finally one comment was made which seems to indicate an undercurrent of dissatisfaction.

> I would like to see an evaluation of the resource teacher's work in a school ti keep she or he continually aware of his/her role.

Q.2.1 *How often are you in professional contact with a resource teacher?*

Ratings given: 1,1,1,1,1,1,1,3,4,5 $\bar{x}$ = 1.9

Ranked position of mean response to Q.2.1 = 11th (last)

The ratings given to this question were the lowest for all questions. Seven of the ten teachers used the lowest possible rating, indicating very little contact with the resource teacher. Against this two teachers indicated a high level of involvement.

Q.2.2 *What form does this contact take?*

Only two teachers were able to respond to this question. One was involved in team teaching low stream grade 8 classes with the resource teacher; the other shared a grade 9 English Expression class. A further teacher had had discussions with the resource teacher regarding a class which the resource teacher was to teach on a regular basis.

Two teachers suggested the resource teacher was not available to them and expressed particular dissatisfaction.

> I find our resource teacher to be lacking in conscientiousness. She is often unavailable or unwilling to assist in a satisfactory way when approached.

Q.2.3 *How highly do you rate the value of your contacts with your resource teacher?*

Ratings given: 1,1,1,1,1,3,4,4,4,4 $\bar{x}$ = 2.4

Ranked position of mean response to Q.2.3 = 6th

A clear dichotomy existed within the group in their evaluation of contacts with their resource teacher. Five teachers rated these contacts at the very lowest level while four rated them quite highly at the 4 level.

Q.2.4 *What benefit, short and long term, do these contacts provide for you?*

Only one teacher suggested any benefit from contacts with the resource teacher, that was, "Resources". In contrast several teachers pointed out the lack of benefit from such contacts.

> No benefits re students' development as resource teacher work not thorough enough or often enough - but have had experience with resource teacher only in remedial capacity.
>
> Nil. No detailed work program has been given to me bar one which concentrates upon basic reading skills. No results of tests carried out have been made available for the two classes I teach that go to the resource teacher. The resource teacher has only taught two periods a week for a fortnight up to the end of the seventh week.

The picture appeared to be one in which the resource teacher was very much out of touch with some members of the staff, certainly with the sample reported. Not only did these teachers not have frequent contacts with the resource teacher, but they felt unable to approach her. When they did contact her, the results were unsatisfactory. Overall the relationship appeared to be very unhappy and certainly very unproductive. This appeared to be a sad situation as one teacher observed that the benefits:

> Could be of enormous help with problems encountered in classroom textbooks, non-readers and classroom organisation.

Q.2.5 *What contributions can a resource teacher make to staff development?*

On a pessimistic note one teacher noted that the resource teacher could do little more than an ordinary staff member. Another teacher seemingly upset by the notion that a resource teacher may possibly contribute to staff development commented:

> The resource teacher is concerned with student development but supplies materials to teachers.

More constructively it was suggested that the resource teacher could make the work of the class teachers more meaningful by helping them understand the learning problems of less able students.

Q.2.6 *How highly would you rate these contributions (which a resource teacher can make to staff development)?*

Ratings given: 1,2,3,3,4,4,4,5,5,5. $\bar{x} = 3.6$

Ranked position of mean response to Q.2.6 = 1st

Although few teachers gave positive suggestions to the type of contribution which a resource teacher might make to staff development (Q.2.5) the ratings to this question suggested that teachers felt they could gain a considerable amount from the resource teacher. This may have been a reaction to the responses made to Questions 2.3 and 2.4, which showed dissatisfaction with the school's resource teacher. Answers to this question could therefore indicate a feeling that teachers had needs which were not presently being met.

Q.3.1 *How attractive is the job of a resource teacher to you?*

Ratings given: 1,1,1,2,2,3,3,4,4,4. $\bar{x} = 2.5$

Ranked position of mean response to Q.3.1 = 5th

The mean rating given indicated a general lack of interest in the role of resource teacher. Three teachers did however rate the position as quite attractive.

Q.3.2 *Say why (the resource teacher job is attractive to you)*

Most teachers preferred classroom teaching to resource work. The reasons given for seeing it as an attractive job centred on the freedom from class duties, little marking, no discipline problems, freedom to design own timetable, the help of class teachers at all times, working with small groups. The teachers making these comments stressed the lack of responsibility and easier work situation of the resource teacher compared with that of the class teacher.

Q.3.3 *What kind of person is needed as a resource teacher?*

A wide range of descriptive terms were offered to this question. Most frequently cited were the terms: approachable, co-operative and hard working. Other qualities needed were seen as: conscientious, committed, enthusiastic, professional in outlook and manner, understanding, patient, organised, firm, practical, subtle, tactful, good at P.R., experienced.

The teachers again fell into two groups as previously shown (Questions 1.4, 2.1, 2.3). Those who had rated contacts with the resource teacher highly used terms such as understanding, patient, organised, firm, practical, subtle and tactful. In contrast, the teachers who had rated resource teacher contacts low used words such as co-operative, approachable, hardworking, committed, good at P.R. and enthusiastic to describe desirable resource teacher qualities.

Q.3.4 *How much is a period as a resource teacher LIKELY TO HELP a teacher's promotion prospects?*

Ratings given: 1,2,2,3,3,3,4,5. $\overline{x} = 2.3$ DK = 2

Ranked position of mean response to Q.3.4 = 7th

Q.3.5 *Say why or why not?*

The teachers sampled in general thought that resource teaching provided a wider range of experience than class teaching which should be of advantage when applying for promotion.

Q.3.6 *How valuable would a period as a resource teacher be to a teacher aiming at promotion?*

Ratings given: 1,2,2,2,2,3,3,3,4. $\overline{x} = 2.2$ DK = 1

Ranked position of mean response to Q.3.6 = 9th

Q.3.7 *Say why or why not?*

Few teachers felt able to comment on this question. Those who did saw the wider experience of subject areas and students as being beneficial. One person thought the lack of responsibility in the position was a poor training for a future administrator.

Q.4.1 *How important do you think it is for the role of the resource teacher to continue in Queensland?*

Ratings given: 1,2,3,3,3,3,3,4,5,5. $\overline{x} = 3.2$

Ranked position of mean response to Q.4.1 = 2nd

Q.4.2 *Say why or why not?*

Several teachers pointed out that although the role was valuable in helping with slow learners and underachievers and so should be retained, the situation would be improved if a clear role definition were available.

One person, a subject teacher, said:

> With the increase in class sizes, I feel that the resource teacher could contribute more by assuming responsibility for classes and reduce individual teacher loads.

The latter teacher was the only person to suggest that the role be eliminated.

Q.4.3 *How likely do you think it is that resource teaching will continue in Queensland high schools?*

Ratings given: 1,2,3,3,3,3,3,3,4,5. $\overline{x} = 3.0$

Ranked position of mean response to Q.4.3 = 3rd

Q.4.4 *Say why or why not?*

A feeling existed within the group that resource teachers did not work hard enough and would not continue unless they changed this practice. On the other hand it was suggested that the role would continue simply because the Government had expended a lot of money on the training of resource teachers. One person felt that remedial teachers would be more useful. Specific comments made were:

> I think the concept of resource teachers is good, however, some resource teachers have an easy pad and certainly are not doing as much for individuals as might be expected - probably poor organisation from administration.
>
> There is a greater need for remedial teachers - I'd prefer to see and use remedial teachers in schools (especially high schools).

5. SCHOOL 12: INTERVIEW WITH RESOURCE TEACHER

The resource teacher was a mature female teacher trained by the Department of Education and involved in resource teaching since the inception of the idea. She had been recruited by invitation of her principal and had taught in two schools as a resource teacher. She had applied for promotion to senior mistress and had had an appraisal within the previous two weeks.

(a) Introduction to the School

Took over from a previous resource teacher and followed the role which had been established. Had been introduced at a staff meeting and found no problems of acceptance from the staff.

(b) Role

Her initial role had been in part prescribed by the principal who had laid down that one third of her time would be spent on withdrawal of small groups for basic skills in English and Mathematics. The rest of her time was directed towards working with other teachers. This had been her wish and was supported by the principal who wanted support for those teachers who took the lowest classes in order that they could learn to cope with their needs and do their own remediation in time. She saw herself providing an on the spot support to teachers.

New teachers had been visited by the resource teacher who had explained her role and offered help. Where she had experience of children to be taught by the new teacher she had made the teacher aware of this and offered to help when they had settled in. Two first year teachers availed themselves of this offer last year and she worked in their classrooms with them until they were established.

(c) Support Received

The support received within the school had been good. The principal had always provided help when requested and treated her as a senior member of staff although not at subject teacher level. Most subject teachers had provided support although one new subject mistress had not accepted the role of the resource teacher as defined in the school and a conflict situation now existed. The resource teacher did not know how to deal with this situation and hoped that something could be done quickly to improve the relationship.

Department of Education support was patchy. The advisory teacher for resource teachers had not been replaced when she left in mid-year and this meant the resource teacher had nobody to refer to for advice in situations such as that described above. On the other hand, the Region had supported resource teachers by allowing them to meet regularly. These meetings had been held monthly but were this year reduced to six during the year at the principal's discretion.

(d) In-service Provided

No formal in-service within the school had been provided by the resource teacher. Informally some demonstration teaching had been done and some team teaching and advice offered on request. A number of teachers brought their classes to her room and the class teacher actually worked with the weakest students under the resource teacher's supervision whilst she attended to the rest of the class. In this way she felt she could model for class teachers and pass on her skills to them. The team teaching done had sometimes occurred because a subject teacher had requested help for a teacher having problems with a class. Usually however, a class teacher approached her after hearing from another teacher about a previous involvement. Word of mouth was thought to be the best way of making contact.

(e) Candidates for Resource Teaching

These should definitely be mature teachers who related well to other people. She had been appalled at meeting some of the young teachers who had become resource teachers. They would, she felt, encounter great problems of acceptance from older teachers who would be reluctant to accept advice from people with very limited experience.

Potential candidates were obviously limited because of the lack of attractiveness in the job. There were no direct promotional opportunities. A good teacher of about thirty who might make a good resource teacher would obviously rather look at a subject teacher's job than at a resource teacher's which required at least six months hard study and then led nowhere. Financial inducements and a career structure were definitely needed if the Department was serious about trying to attract good resource teacher candidates.

(f) Training Required

This should be broadly based and stress problem solving and public relations.

(g) Students Worked With

The school had a large number of socially disadvantaged students and its overall ability level was considerably below average. Classes had been streamed and the resource teacher spent half of her time working in classes with class teachers. Her orientation therefore was to low achievers who were seen either in class or in withdrawal groups. The main work was in Reading and English with some Mathematics.

Other subjects were dealt with on request but for only about one tenth of her total time. No children with specific handicaps were known and the teacher did not consider herself to either be or to fill a special education teacher role.

(h) Changes Required

A regular budget allowance was seen as essential; subject area teachers received regular allowances but the resource teachers annual budget of $200 had been removed.

Facilities. Better facilities should be provided. The resource teacher needed an office or private area to interview people or conduct tests; a small work area for groups, and a larger area for class work.

Somebody able to support the secondary resource teacher outside the school. Guidance officers and primary remedial/resource teachers had an outside support. The secondary resource teacher would benefit from similar support and the advisory teacher should be replaced as a minimal step.

6. SCHOOL 12: INTERVIEW WITH ENGLISH SUBJECT MISTRESS

This teacher requested an interview to discuss resource teaching. This request was unique in the schools visited. Whilst teachers had been willing to accept an invitation to discuss the topic, none had ever initiated the discussion.

The teacher concerned had been at the school for two months and was in her first appointment as subject mistress. It soon became apparent that a serious role conflict situation had developed between the resource teacher and this subject mistress.

She resented the fact that the resource teacher had been involved in determining the composition of year 8 classes and alleged that these classes had been poorly structured. Although the classes had been streamed on the basis of grade 7 battery results and discussions with feeder schools, one class which the subject mistress had been given had nine children out of twenty-seven who it was suggested were inappropriately placed and who should have been in the lowest group. This teacher had tried to have the class composition changed but the principal had upheld the judgement of the resource teacher and the guidance officer and had so far refused to change students to different classes. The subject mistress commented that it was the first time that she had ever known the opinion of a resource teacher to take precedence over that of a subject master or mistress.

A second complaint involved the resource teacher's workload. The subject mistress thought that the resource teacher did not work hard enough. Since taking up the new position she had been working until 2.00 a.m. every morning and had been into the school each weekend. Her workload was twenty-one periods per week out of a total of thirty which was more than any other English subject master she knew. The resource teacher, by comparison, had no formal timetable, saw relatively few students, and insisted on working with low ability students in class situations with other teachers.

The complaints of this teacher ranged over a wide variety of problems, these all blamed the resource teacher in one way or another and were to be taken up with the principal after the mid-semester break. In general it was her opinion that resource teachers were people who avoided work, contributed little and sought to attain status at other teachers' expense. Her solution was to send all resource teachers back to the classroom. Her opinions were shared, she alleged, by the History and Geography subject masters and by large numbers of the staff.

The interview with this particular teacher lasted for one hour and forty minutes. Reference to the above report shows that much has been deleted. This is because there was much repetition, much that was quite emotional and some that was irrational. The complaints as such seemed to revolve around two strong personalities: one established and well thought of by the principal with a secure place in the school, the other new, threatened by a first senior appointment and also threatened by a mature, established resource teacher who had always done a lot of work in the lower stream English classes and had an independent supply of English subject materials.

The role conflict between the two teachers appeared centred in the English subject mistress. Her only recourse, if she could not get the resource role changed to meet her requirements, was, she said, to ask for a transfer.

F. CLASS TEACHER PERCEPTIONS OF THE RESOURCE TEACHER ROLE IN SIX HIGH SCHOOLS: A REVIEW

This section aggregates the class teacher interview data collected in all six schools (four case study and two pilot study schools).

Interviews were carried out with a total of fifty-two (52) class teachers in six (6) schools. Two of these schools, numbers 23 and 49 were used only as pilot studies to trial the case study format to be used. However, since interviews were actually conducted with ten class teachers in each of these pilot schools, the interview data collected are included in this discussion of class teachers' perceptions of the resource teacher role.

The discussion which follows is based upon the questionnaire completed by fifty-two class teachers. The data from the four case study schools have previously been discussed within the context of the individual school studies. However, they are now combined with the perceptions of all other class teachers interviewed to provide an overall impression which class teachers have of resource teaching. This is seen as a crucial element in the school if resource teaching is to be a service which helps teachers.

Q.1.1 *How well do you think you understand the planned role of the resource teacher?* Score from low of 1, to high of 5.

Scores	1	2	3	4	5	DK
Percentage response	10	23	37	25	2	2

By aggregating scores for 1 and 2, 4 and 5, we find 33.3 per cent who felt they had a poor understanding of the role and 27.0 per cent who felt they had a good understanding.

The largest single group, 37.5 per cent, felt they had only a moderate understanding.

The responses are widely distributed and suggest variation on a local level with an overall lack of clarity about the role.

Q.1.2 *What do you understand the resource teacher role to be?*

Responses to this question fall into three main categories. These are: (a) helping students; (b) helping teachers; (c) providing materials.

(a) Helping students[1]:

	%
Providing remediation	42
Aiding students with learning difficulties	16
Planning for students with high potential	14
Intensive work with underachievers	8
A secondary educational safety-net	2
Develop reading skills	2
Provide room with warm, accepting atmosphere	2

(b) Helping teachers:

	%
Work with teachers to assess needs and plan work	28
Provide diagnosis for teachers	10
Co-ordinate remedial reading classes	10
Guidance for teachers about students with problems	8
Help for teachers	6
Help deal with classes needing special help	6
Provide ideas to teachers rather than work with them	4

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[1] Note. Percentage total does not read 100% because not all teachers commented

	%
Work with subject masters	2
Guidance to new and young teachers	2
Professional development of experienced teachers	2
A back-up to teachers	2
Help with reading in content areas	2

(c) Providing materials:

	%
Supply materials	22
Know what resources are available in the school and provide lists to teachers	10
Plan materials	4
And, "a problem solver" who is more important than the guidance officer	2

Many teachers said they originally thought the resource teacher would be similar to a primary school remedial teacher. These teachers expected withdrawal programs for slow learners and underachievers. After having a resource teacher in their schools for a period of time these original expectations had changed and they now saw a much wider role as the above lists indicated.

Some specific comments which were made reflect this changing perception.

> I have since (working with the resource teacher) realised that guidance and innovative strategies used in the classroom situation are of great value.
>
> I now feel that the resource teacher goes beyond assistance to students when each child is discussed with me so that the resource teacher can tell me how to further assist him.
>
> Beyond working with remedial students a person who can provide a centre for resources in subject areas and liaison between classes and people with specialist knowledge.

The wide range of activities suggested clearly reflects the unique orientation which each school program has developed.

Lack of an initial role statement is demonstrated, which lack apparently continued in all the schools sampled even after the establishment of the program. The fact that a third of the teachers felt they had a very poor understanding of the role, with a further third having only a moderate understanding must throw heavy pressures on the individual resource teacher.

Two teachers interviewed said they thought the title suggested a "Library Aide".

> To me the title of "Resource" is synonymous with the provision of ideas and materials for schemes of work which other teachers wish to try out with students - It implies the provision of materials in association with library staff.

and

> The title certainly does not communicate the full extent of your work to the majority of the staff.

These comments can be linked with those of the resource teacher in School 48, whose first impression upon being appointed was that she was taking up a position as an "audio-visual co-ordinator".

Q.1.3 *How were you introduced to the resource teacher role?*

	%
Through personal contact with the resource teacher	42
Through notices sent round by the resource teacher	22
By word of mouth	20
At staff meetings	8
At a parent-teacher meeting the resource teacher convened	2
Don't know	6

Given the lack of specific role descriptions provided to teachers (Q.1.2) we find that most teachers found out about the resource program from the resource teacher in their school. The need for outgoing resource teachers who can relate well to other adults is amply demonstrated in these responses.

Another one fifth of the group heard about the resource teacher from other people, not necessarily other teachers. One teacher (School 29), said he heard from "Class members and nephews who went to the remedial class". I didn't realise some of my students were, 'leaving my class to go to the resource teacher'.

Q.1.4 *How well was this introduction (to the resource teacher role) carried out?* Score from low of 1, to high of 5.
DK = Don't Know.

Scores	1	2	3	4	5	DK	
Percentage response	25.0	21.0	21.0	21.0	2.0	10.0	%

Aggregating scores 1 and 2, 4 and 5, shows that 46 per cent, nearly half the group thought they had received a poor introduction to resource teaching. The largest single group, 25.0 per cent, in fact thought this had been very badly carried out. In contrast, only 2.0 per cent thought the introduction was very well carried out. The range of scores, 46 per cent poorly informed, 21 per cent well informed, and 10 per cent Don't Know, again shows variation. However, there is a strong bias towards a negative perception of how well class teachers were introduced to the resource teachers' role.

When related to the answers to Q.1.3, showing that teachers learned about the role, mainly through the resource teacher in their own school, we can see how reliant on personal relationships and resource teacher public relations this innovation has been. It is not surprising, in these circumstances, that only a fifth of the teachers questioned thought they had received a good introduction to the role.

Q.1.5 *How satisfied are you with the role (of the resource teacher).* Score from low of 1 to high of 5. DK = Don't Know.

Scores	1	2	3	4	5	DK	
Percentage response	8	10	25	23	17	17	%

Aggregating responses 1 and 2, 4 and 5 shows that 18 per cent are not very well satisfied with the role of the resource teacher. A further 25 per cent moderately satisfied, while 40 per cent are very satisfied. 17 per cent did not feel able to make a judgement. Following on from the negative responses to question 1.4 on how well teachers were initially introduced to the resource teacher role, the responses to this question suggest that resource teachers have done a good job of getting teachers to accept the role they perform.

Although teachers may not be sure of what the role is supposed to be (Q.1.1) 65 per cent, or nearly two thirds, appeared satisfied with the job done by their resource teachers (responses 3 + 4 + 5).

Q.1.6 *What changes, if any, would you like in the role?*

As less than one fifth of the sample showed they were not very satisfied with the role (Q.1.5) it was not surprising that the number of changes suggested was quite small. The suggestions which were made are as follows:

	%
None	10
Should be more resource teachers in each school	10
Should be more clearly defined	6
Should be evaluated constantly	6
Should become a remedial teacher in the time sense of the name	4
Provide extension work for brighter students	4
The collection and housing of resources needs clarification	2

	%
A catalogue of materials available should be given to all teachers	2
Should come under the direction of the English subject teacher	2
Should be more liaison with the class teacher when students are withdrawn	2
Give more help to new teachers	2
Have wider involvement with more students	2
Do more personal counselling with emotional and social problem children	2

The suggestions made appear to reflect conditions pertaining in individual schools rather than any general desire for change throughout the sample. The relatively strong support for the continuation of the role and the expansion of the number of resource teachers in each school is apparently a vote of confidence in the work presently done.

Q.2.1 *How often are you in professional contact with a resource teacher?* Score from low of 1 to high of 5. DK = Don't Know.

Scores	1	2	3	4	5	DK
Percentage response	33	15	27	13	8	4

Aggregating scores 1 and 2, 4 and 5, shows that 48 per cent of the sample were in very infrequent professional contact with resource teachers, and 21 per cent were in frequent contact. 33 per cent rated the frequency of their contacts at the very lowest level. 21 per cent of the teachers sampled was nevertheless a considerable number of teachers for one resource teacher to be in regular professional contact with, when one recognises that these are all large secondary schools with large numbers of teachers on staff.

Q.2.2 *What form does this (professional) contact (with the resource teacher) take?*

Responses received are categorised as in Q.1.2.

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(a) Helping students[1]:

	%
Withdraws students from my class	16
Resource teacher takes my class	4
Takes half my English Expression class	2

(b) Helping teachers:

Discussions about specific students	18
Team teaching in class situation	16
Planning group activities	8
Advice on textbook selection	8
Ideas for motivating students	4
Co-ordinated team of teachers doing remedial reading	4
On staff committees	4
Advice on teaching deaf children	2
As teacher-librarian we discuss resources	2
Various topics	2

(c) Providing materials:

Supply of materials	14
Notification of resources available	2

These responses, obtained directly from class teachers, clearly show a considerable amount of resource teacher contact with the class teacher on a variety of topics. Since these are responses from teachers who did have professional contact with resource teachers, it appears that the perceptions of the total group regarding the role of the resource teacher shown in Q.1.2, were perhaps misinformed. Where the larger group might only see the resource teacher working with students on "remedial" work, the group of teachers who actually had professional contact with the resource teacher listed a whole series of helping teacher contacts as well.

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[1] Note: Percentages do not total 100%. Not all teachers responded and some made more than one suggestion.

In contrast to the more positive view which these comments suggested, several less favourable opinions were provided as follows:

> I find our resource teacher to be lacking in conscientiousness. She is often unavailable or unwilling to assist in a satisfactory way when approached. Resource teachers should work between departments of a school integrating their materials.

and, Very little (contact) to date bar to arrange responsibility for novel to be studied with the 9 students mentioned earlier. (These are withdrawn by the resource teacher for their English program). No detailed work program has been given to me bar one which concentrates upon basic reading skills. No results of tests carried out has been made available for the two classes I teach that go to the resource teacher. The resource teacher has only taught 2 periods a week for a fortnight up till the end of the 7th week.

Both of these comments were made by teachers at School 12, one of the schools for which a case study has been presented.

Q.2.3 *How highly do you rate the value of these contacts (with a resource teacher)?* Score from low of 1 to high of 5. DK = Don't Know.

Scores	1	2	3	4	5	DK	
Percentage response	17	10	10	33	23	6	%

Aggregating scores of 1 and 2, 4 and 5 shows that 27.0 per cent of the class teacher group rated their contacts with a resource teacher at a low level. 10 per cent were neutral, but 56 per cent thought very highly of the contacts. The majority of group sampled was strongly supportive of its experiences with resource teachers. However, a serious problem seemed to exist in that a substantial proportion (17 per cent) had extremely low perceptions of these contacts and a further 10 per cent also had negative opinions of these experiences.

Q.2.4 *What benefits, short term and long term, do these (resource teacher) contacts have for you?*

In the short term, teachers mentioned such things as better organised programs, new ideas, less preparation time required. Long term benefits were:

new ideas and approaches which I can now use with other classes;

my own growth;

better understanding of the needs of handicapped students.

In all, the group mentioned some thirty-five ways in which they had benefitted from contact with the resource teacher. The view expressed so often in the literature, that class teachers will learn from resource teachers certainly appears to be borne out. A list of benefits as perceived by teachers is given below.

(a) Program improvements:	%
better prepared	8
better organised	2
more effective	2
quick, accurate assessments	2
new approaches	4
halves the student/teacher ratio	4
better response and co-operation from students	2
specialised help	2
(b) Insights:	
better understanding of handicapped students	8
an overview into other subject needs	2
(c) Ideas:	
new ideas for problem learners	6
new ideas on motivating reluctant learners	4
provides a second opinion on program and students	2

(d) Materials:	%
new resources	2
better use of existing resources	2
(e) Personal growth, new skills	10
better understanding of how to work with the resource teacher	4

Some comments given were:

> The resource teacher, using a vocabulary oriented approach to summary exercises, provided me with the opportunity of experimenting with a new approach to this type of work in other grades.
>
> On the whole, I have gained an appreciable amount of help and have made substantial progress in Grade 8 History this semester, through the participation and advice of our resource teacher.
>
> My own professional growth, especially in the area of individualizing teaching and helping poorer students; updating of educational theory and method; another pair of hands.
>
> I am learning more every contact I make.

On the other hand one teacher said "Nil" benefits and another wrote:

> No benefits re students' development as resource teacher work is not thorough enough or often enough - but have had experience with resource teacher only in remedial capacity.

The latter two comments were received at School 12 and are discussed in that case study.

Q.2.5 *What contributions can a resource teacher make to staff development?*

Teacher responses:	%
sharing new skills	14
helping to implement new ideas in classrooms	8
helping teachers understand the problems handicapped learners have	10

	%
develop a more professional approach to low achievers	2
relieve class teacher of specific problems	2

In general, teachers saw these developments being achieved through informal, day-to-day contacts. They demonstrate an attitude that these particular teachers perceived the resource teacher as being an advocate for less able learners. Part of the advocate role being to help understand handicapped children, another part being to help program for their needs.

Two teachers saw a potential in the role, which would allow the resource teacher to draw different subject departments together to share ideas and improve integration of programs.

Only one person saw the resource teacher undertaking the class teacher's responsibilities, allowing that person to be freed of particular problems. Interestingly, the suggestion was not made in the section on changing the role of the resource teacher.

Specific comments made were:

> This is not seen as a key role and is an undue expectation. Would put remedial role as number 1 priority.
>
> A great deal. Our seminar last year was excellent. I have used a lot of the ideas in my class teaching.
>
> Too numerous to mention.
>
> R.T. is concerned with student development, but supplies material to teachers (underlining in original)
>
> I feel the R.T. can do little more than the ordinary staff member to develop staff relations.

Q.2.6 *How highly would you rate these contributions (that a resource teacher can make to staff development)?*

Scores	1	2	3	4	5	DK
Percentage response	4	4	23	21	31	17

Combining scores 1 and 2, 4 and 5 reveals that a very large majority of the group sampled thought very positively of the contribution resource teachers could make to staff development. Only 8.0 per cent rated this contribution low while 52.0 per cent rated it highly. The relatively large number of 'Don't Know' responses suggested perhaps that many teachers had not considered this as a possibility.

Q.3.1 *How attractive is the job of a resource teacher to you?*

Scores	1	2	3	4	5	DK	
Percentage response	23	37	15	15	4	6	%

Sixty per cent of the teachers saw resource teaching as an unattractive job. Against this 19 per cent rated it as a highly attractive occupation. Only a relatively small proportion were neutral, 15 per cent. The large proportion, nearly two-thirds, who viewed the role in a poor light was a very strong reaction.

On the other hand, the 18 per cent who saw the job having attractive qualities suggested that a sizeable pool of potential resource teachers did exist.

Q.3.2 *Say why (the job of a resource teacher is attractive or unattractive to you).*

In keeping with the findings in question 3.1, most of the teacher responses indicated they did not find the job attractive to them. Many mentioned an ill-defined role with little job satisfaction, requiring dedication and patience they did not possess.

Of the positive perceptions of the job, 73 per cent were for reasons which suggested a less arduous role than the class teacher in a regular classroom. Only 8 per cent of the total teacher group sampled suggested that the job would be attractive because of job satisfaction rewards in their own right. Responses were as follows:

I find the resource teacher role attractive because:	%
lacks the responsibilities and extra curricular activities of teachers	6
design own timetable	2
little correction	2
works with very small groups	4
has help of class teacher at all times	2
can do individual teaching without pressures of discipline, marking and recording	2
provides an alternative to the "harrowing effect of the classroom situation"	2
rewarding to help students who would otherwise to lost	6
I already teach remedial Maths and would like to acquire more information	2

I find the resource teacher role unattractive because:	
I prefer subject work with regular classes	12
person needs to be very dedicated and patient, wouldn't suit me	8
not enough known about the job	6
too frustrating	4
too nebulous, wonder at the job satisfaction	4
lack of end product	2
dislike the detailed work involved	2
resources are abused, must be disappointing	2
not much potential	2

One teacher wrote:

> The role, therefore, is a very complex (and I imagine demanding) one - potentially it must be one of the most satisfying ones in the school - but rather you than me. I prefer the restrictions of workbooks and assessment! Your position is too vulnerable to abuse.

and,

> It would seem that because of the numerous and varied tasks taken on by a resource teacher that there would be a degree of frustration associated with a lack of a substantive and clear responsibility i.e. too many small projects and tasks and very few large clear responsibilities.

Q.3.3 *What kind of person is needed as a resource teacher?*

> patient, understanding, compassionate, sensitive, saintly, human, subtle, tactful, approachable, able to relate with teachers of all ages, tolerant, willing to give of herself, dedicated, committed, flexible, willing to adapt to working with teachers, co-operative, conscientious, professional, experienced teacher, practical, innovative, highly intelligent, administrative ability, firm, organised, efficient, authoritative when needed, pleasant personality, able to work with students, good class discipline, hard-working, enthusiastic, energetic, extroverted, good at P.R., dedicated, interested in low ability disadvantaged types, versatile, informed.

Although some of the above descriptions were only used once, many were repeated. Rated most highly were, 'patience, dedication, and understanding'. As one person put it, 'saintly'. Perhaps this is why so few teachers envied the resource teacher his/her position.

Q.3.4 *How much is a period as a resource teacher likely to help a teacher's promotion prospects?*

Scores	1	2	3	4	5	DK	
Percentage response	10	10	29	15	4	31	%

Scores 1 and 2 combined show 20 per cent at the lower end of the scale; 4 and 5 combined gives 19 per cent at the upper end.

A further 29 per cent were neutral towards the proposition. The largest single group was the 31 per cent who 'do not know'. Obviously teachers did not yet know how a period as a resource teacher was likely to assist or deter promotion.

This suggested that the role had not been in operation for a sufficiently long time to allow a promotion pattern to become established. More significantly, perhaps that the Department of Education had not given an amount of status or support to the role which made it clear to teachers that this group was not thought of as in any way different from other teachers and more or less likely to be promoted.

Q.3.5 *Say why or why not (a period as a resource teacher is LIKELY to HELP a teacher's promotion prospects).*

(a) Those teachers who thought that the job was likely to help promotion suggested it was because:

	%
Has had additional experience and has had to demonstrate ability to work with people	16
Is aware of many more difficulties which students have	8
Has a view of different departments so has an overview of the running of the school	6
Has had to show administrative ability	4
Should be a very experienced, senior teacher	2
Has a knowledge of modern, educational developments	2

(b) Teachers who did not think resource teacher experience would help promotion said:

Job is too specialised, promotion is oriented towards subjects	8
Would be out of touch with developments in subject areas	2
Carries no weight with the appointments board	2
Not very likely	6
Depends on principal	2

The reasons why experience as a resource teacher was likely to help gain promotion appeared far more convincing ones than those advanced against the proposition. Wide, additional experience across all departments, involving working with teachers and students with difficulties seemed to be a desirable background for an experienced teacher seeking promotion. Against this 'too specialised an occupation' ignored the opportunities the resource teacher had for working across departments. "Out of touch with subject areas" seemed not only to ignore reality but to be a particularly narrow way of defining criteria for an administrative position.

Relatively few teachers commented on this question and the majority obviously felt it better to wait and see. This attitude again demonstrated the lack of certainty about the role. One implication was that teachers had not developed a perception that the Department of Education saw the resource teacher as a senior position. Were resource teachers to be seen by their peers to be senior, experienced teachers, having additional responsibilities and providing direct input to the principal regarding the operation of certain aspects of the school, then presumably they would deduce that they were the kind of teachers who would be likely to be promoted. This was obviously not the case.

Q.3.6 *How valuable would a period as a resource teacher be to a teacher aiming at promotion?*

Scores	1	2	3	4	5	DK	
Percentage response	6	15	29	10	10	29	%

This question sought to test teachers' opinion as to whether resource teaching provided any special experience or insights which would be useful additional experience for future administrators. Combining score 3 with Don't Know, suggested that 58 per cent of the sample had no firm opinion on this question. 21 per cent (1 and 2 combined) gave a negative opinion whilst a similar 21 per cent (4 and 5 combined) had a high positive opinion. In rounded figures, roughly a fifth of the teachers asked saw resource teaching as a valuable experience for future administrators. However this was balanced by a further fifth who felt such experience had little or no value for such people. Over half the sample however, neither supported nor denied the proposition.

Q.3.7 *Say why or why not (you feel a period as a resource teacher would be valuable to a teacher aiming at promotion).*

This question differed from question 3.5 in that it asked for the teacher's opinion of the value of resource teacher experience rather than his perception of what the Department of Education thought. Responses to questions 3.4 and 3.6 show that reaction to both alternatives was approximately the same. That is, teachers' own perceptions of experience as a resource teacher varied very little from how they perceived the Department officials who controlled promotion to feel.

Reasons given were:

(a) Valuable for promotion:	%
Would have a wide knowledge of different facets of the school	14
Would have understanding of subjects other than his own	6
Would have a better understanding of problem students	8
Would have had more individual responsibility	2

(b) Not valuable for promotion:	%
Lacks subject experience, is too specialised	6
Would not have had any experience of responsibility	2

Specific comments were:

How does he fit into the career structure?

Depends on the Inspector and his status in the school.

Not very. Wouldn't gain anything except an understanding of what a resource teacher does.

I feel many a principal would do considerably better in their job if they had done resource teacher.

Very important as they can understand different departments in general rather than being a narrow specialist.

Not only would he have proven ability as a classroom teacher, he would also have been tried as a P.R. or liaison person with teachers in various schools, experiencing or learning about different school environments, attitudes, staff, co-operation.

Q.4.1 *How important do you think it is for the role of the resource teacher to continue in Queensland?*

Scores	1	2	3	4	5	DK
Percentage response	2	2	17	15	52	13

Over fifty per cent of the sample answered this question with the strongest possible score. A very position 67 per cent were strongly in favour of the role continuing. Only 4 per cent did not think it important. Although not many teachers (Q.3.1) found the job an attractive one for them personally, they did feel it to be an important role which should continue.

Q.4.2 *Say why or why not (you think it important that the role of the resource teacher continue in Queensland).*

The responses to this question stressed that education is changing and that teachers needed help in adjusting to this change. The composition of classes was changing and more students required help which the class teacher was unable to provide either because of lack of expertise or of time. Many answers indicated that teachers felt unable to provide adequately for less able students. One teacher suggested that the resource teacher was helping to breakdown inter-departmental barriers within the school which was a great step forward. Some specific reasons were as follows:

> The role of the R.T. should continue in Queensland, once this role is satisfactorily defined and constant evaluation is made of the R.T.'s effectiveness. I believe that their role should be a realistic one i.e. possible to achieve but it should have advantageous effects on the school climate - admin., teachers and students.
>
> There is a need for such positions, if R.T.'s role is clearly defined to teachers and they are used.

(Note: The above two responses are both from School 12 and are discussed in that school case study).

Other responses were:

> Our society is placing more and more emphasis on education and yet the number of students with learning difficulties is increasing. Most classroom teachers feel inadequate when dealing with these students and simply do not have the time.
>
> Because the help they afford to so many teachers and pupils is education and that is what we should all be aiming at ... EDUCATING.
>
> So many students are missing out on the basic skills because of ingorance on the part of a teacher of how to cope.

Q.4.3 *How likely do you think it is that resource teaching will continue in Queensland high schools?*

Scores	1	2	3	4	5	DK
Percentage response	13	13	27	17	13	19

Following question 4.1 which showed the teachers to be very much in favour of resource teaching continuing, it was disappointing to find that only 30 per cent felt sure that the role would in fact be continued. 26 per cent (1 and 2 combined) actually felt very pessimistic and had the impression that continuation of the role was unlikely. Combining 3 and Don't Know, 46 per cent were not able to say whether it was likely in their opinion that the role would continue. This lack of confidence in the security of theposition must have militated, not only against recruitment which involved personal sacrifice and study, but also against input into development of the role. Why go to any great trouble when the likelihood was that the job would not be permanent?

Q.4.4 *Say why or why not (you think it is likely that resource teaching will continue in Queensland high schools).*

The responses to this question showed that the pessimism apparent in Q.4.3 was based on a lack of confidence in Government commitment to the role. Most teachers who thought the role would not continue, did so because they felt that lack of finance would cause the program to be eliminated. This would not happen if the Government were wholly behind the program which the group of teachers sampled felt was not the case.

The teachers who felt the program would continue did so because of the great need for such help in the schools. One person felt it would be a retrograde step to eliminate the role.

Two teachers were negative towards the role being continued because in their experience, resource teachers did not pull their weight and did not work hard enough. Of these two teachers, one had taught for seven years, the other for twenty-two, but neither had worked with a resource teacher.

Specific comments made were:

> There is a greater need for remedial teachers - I'd prefer to see and use remedial teachers in schools (especially HIGH SCHOOLS). (underlining in original)

(Note: This teacher had taught for SIX years, four at the present school and had not worked with the resource teacher)

> I think the concept of R.T.'s is good; however, some R.T.'s have an easy pad and certainly are not doing as much for individuals as might be expected - probably poor organisation from administration.

> Cuts in budget make this "frill" a prime target.

> R.T. increases class sizes because he is counted as a staff member; financial cut-backs don't seem to consider educational values, as shown by removal of advisory teachers and reduction of subject masters.

Supplementary question

How well was the role of the resource teacher introduced to teachers in Queensland?

Scores	1	2	3	4	5	DK
Percentage responses	50	17	14	8	3	8

Two thirds of the teachers, 67 per cent (1 and 2 combined), thought the role had been very poorly introduced into the Queensland secondary system. Only 11 per cent thought the introduction had been well carried out.

Chapter 8

DISCUSSION

A. CONTEXT

Resource teaching was introduced into Queensland state high schools as an innovatory role aimed at helping class teachers cater for the wide range of student abilities found in these schools by the early 1970's. A changed emphasis on secondary education introduced a comprehensive range of student abilities to schools which had traditionally been largely academically oriented. The replacement of external examinations by in-school assessment and a direction that schools attempt to provide for individual student needs placed additional pressures on teachers in high schools. Resource teachers were introduced into this context in order to try to help class teachers develop programs more suited to student needs.

Unfortunately the role of the resource teacher was never articulated in these terms and schools remained confused as to how to employ resource teachers. Models developed in the United States were inappropriate since they were aimed at helping schools cater for the needs of students who had been moved from a segregated special education context to a regular school situation. Queensland, although expousing the ideal of integration of handicapped children where possible, did not engage in such a policy with the vigour which characterised most special education provision in the United States in the 1970's. By 1978, Gearheart was able to say that resource teacher programs formed by far the largest single means of providing for the needs of handicapped children in the U.S. This position has not been reached in Queensland. In fact the evidence provided by this study is that secondary resource teachers in general have very little to do with children who have been integrated into state high schools from special education. Where exceptional children have been integrated into secondary schools, they are supported by teachers from the Special Education Branch, either itinerant or permanently located in the school, rather than by the school's resource teacher.

The association of the secondary resource model with this U.S. background and the labelling of resource teachers with the description, 'Special Education Generalist' provided a particular context for the evolution of the model in Queensland. The Special Education Branch of the State Education Department already employed teachers in regular primary schools who were called Remedial Teachers. They, as did American resource teachers, largely withdrew children from regular classrooms. It would appear to this researcher that, in the absence of a clear role statement about the role of the resource teacher, many schools and many resource teachers viewed the new role in terms of these existing precedents. Thus, instead of seeing resource teachers as part of a trend to broaden the curriculum of the secondary school, many people saw resource teachers as helping to remediate students who did not fit the system. This is a most important distinction. Acceptance of the curriculum development model proposed by the Joint Advisory Committee Report would implicitly involve the school in a far reaching change process which adoption of a remedial model would not. Remedial withdrawal programs could simply be 'added-on' without any need for changes to in-class curriculum provisions. The evidence presented in this study would suggest that the significance of these alternative programs was never fully appreciated. Certainly these deeper implications were never openly discussed or brought to the attention of the schools concerned.

As we have been in Chapter 6, it would appear that by 1980, resource programs have developed to the point where they attempt to reconcile these two positions by adopting a balanced resource role. The largest proportion of resource teachers now appear to give more than one third of their scheduled time to both in-class support of class teachers and to withdrawal of small groups of students who need special assistance. However, this has not always been the case. In 1976 the greater proportion of resource teacher programs (86 per cent) were withdrawal resource room programs and only 11 per cent had balanced roles. Thus, the secondary resource program was not established as an in-class resource role although its designers intended that it should be. Why was this so?

B. JOINT ADVISORY COMMITTEE

The decision to introduce resource teachers into secondary schools and to provide a formal training for them grew out of a commonality of interest between the Department of Education and the Kelvin Grove Teachers' College. The college was seeking to provide a special education type course for secondary teachers and the Department had a wish to provide a resource teacher input. Both co-operated with representatives of private schools to form a committee, the Joint Advisory Committee, to investigate the role and advise on a training program. This committee held a series of meetings over a two month period, and produced its report in April 1974.

The report defined the secondary resource teacher role to include the following:

1. Consultant to content area teachers on basic skills development.
2. Diagnostician of learning abilities with emphasis on

early screening and intervention.

3. Assist in development of programs designed to individualise instruction.
4. Assist in the development of, and advise on the use of, appropriate learning materials.
5. Undertake some co-operative teaching in the classroom.
6. Withdraw "hard-core" cases for some remedial teaching.
7. Will not act as a subject teacher in addition to resource teaching duties.

The Report also drew attention to the fact that resource programs in the U.S.A. offered a variety of approaches. However, of the five examples which it listed (page 2), four related to variations of Resource Room models which did not accord with the role description given above. The fifth example listed was described as providing,

> indirect help through assistance for the class teacher in diagnosing problems and developing suitable educational programs.
> (J.A.C. Report, 1974:2)

This may best be interpreted as a consultant teacher model since no reference was made to co-operative teaching. The attention of readers was not drawn to the possibility that different models might be considered since no further discussion of these variations was provided. Thus the J.A.C. Report provided a role description oriented towards consultancy work with the possibility of some lesser involvement in co-operative class teaching and withdrawal of severe learning disability cases.

This report provided the basis for the role of the resource teacher. Unfortunately, the report had several weaknesses. First, it was not an official Department of Education publication and it carried no weight; suggestions such as,

> the resource teacher will not act as a subject teacher in addition to resource teaching duties"

could be, and were, ignored.

Secondly, the report was not clear on the role of the resource teacher. The suggestions for activities which might be carried out were generalised and carried little meaning for school principals who were charged with the responsibility of introducing the role into schools. The only model with which they had experience was a remedial model used formally in primary schools and informally in secondary schools at that time. The J.A.C. Report claimed that the remedial model was inappropriate yet failed to define adequately the resource teacher alternative it proposed.

Thirdly, the report did not place the resource teacher innovation in the context of the post-Radford secondary school. Rather than emphasise the comprehensive nature of the secondary high and the need for it to respond to the needs of all students, the report called the resource teacher a 'Special Education Generalist' and related the role to handicapped children. The connotation of the report was therefore that resource teachers were 'experts' who would deal with 'exceptional children' who had special needs. No wonder therefore that many administrators and teachers came to view the role as more suited to a withdrawal remedial model. An alternative approach would have been to emphasise the problems which now faced all teachers and to introduce the resource teacher as a person with whom teachers could co-operate in a problem solving manner. The Warnock Report published in the United Kingdom in 1978 takes this kind of approach by suggesting that all education be seen as special and that most children will require some adjustment of their educational program at one time or another. The J.A.C. Report therefore failed to stress the changing nature of the high school which the Radford system sought to encourage. The resource teacher was not identified as a person whom the principal could use as a means of initiating problem solving discussions and so the resource role was never perceived as part of the movement to develop a truly comprehensive high school system.

A fourth weakness in the Report was its lack of attention to the process by which innovations need to be introduced. The report did include a section (p. 7), on 'Implications for the Secondary School Re Appointment of a Resource Teacher' but this was far too limited in its scope and indeed failed to recognise the crucial nature of planning for innovatory programs as discussed in Chapter 3.

If the J.A.C. Report failed to provide a sufficiently detailed discussion of resource teaching, then the same can also be said of the Department of Education. Indeed more responsibility ought to be laid on the Department. The committee had served in an advisory capacity and apparently had not intended that its report should become the definitive source of information on the role since it distributed the report to all secondary schools asking for feedback and discussion.

The Department of Education clearly failed to recognise any of the weaknesses in the report. Its distribution to schools was regarded as sufficient action since no additional commentaries were issued to support the original document.

By allowing the resource role to be introduced on the basis of the J.A.C. Report, the Department failed to make clear to secondary schools what the goals of the program were. These may well have been articulated at a principals' seminar which was held to introduce the role to the original group of receiving schools but they were not implemented at the school level in all cases.

Principals who attended this seminar did not receive a written role description; they did not perceive the resource teacher as a person whom they could use to help promote curriculum change; they were not involved in helping to plan the role; they were not selected because they were innovatory people who wanted to introduce change into their schools; they were not involved in the recruitment of potential resource teachers who might be able to effect change.

Instead the role was ill-defined, no reference models were provided and principals were left to develop the role in an idiosyncratic manner in their own schools. The proposition that educational innovations are slow to diffuse (Eichholz and Rogers, 1964; Huberman, 1973) because of lack of scientific control, little research basis, ambiguity and lack of an identified change agent would certainly seem to be upheld in regard to the resource teacher innovation.

C. MODELS OF CHANGE

In Chapter 3, attention was drawn to the process of change. Three models of change were proposed, Research and Development, Problem Solving, and Social Interaction. Of these the Research and Development model can be said to have been followed when introducing the secondary resource teacher role to Queensland. The decision to introduce resource teaching was taken centrally by Department of Education officials; it was discussed and packaged by an authoritative group, the Joint Advisory Committee; it was disseminated to a mass audience.

Given the literature of change which was available, it might however have been anticipated that some problems would have been encountered if the program was to meet its aim of helping class teachers more adequately cater for the needs of the diverse secondary school population.

It might for example have been anticipated that:

(a) a clear role description would be available in order that teachers might know what was expected of them.

(b) teachers would feel threatened by the suggestion that another teacher was expected to come into their classrooms to work with them.

(c) teachers would need to know that the resource teacher was to be a collaborating colleague and not a superior evaluator.

(d) teachers who co-operated with resource teachers would need to feel highly regarded as innovators and not viewed as weaker colleagues who needed help.

(e) teachers' values and security might be threatened and not all teachers would feel able to co-operate thus limiting initial programs to teachers who had very secure self concepts of themselves as teachers and persons.

(f) a Problem Solving model would be most easily accepted by schools and that it was thus imperative to place resource teachers in situations where they would be involved in planning curriculum alternatives.

(g) acceptance of a Problem Solving co-operative model by high status teachers such as subject masters and mistresses would provide significant models whom less confident teachers could seek to emulate.

(h) a Social Interaction model would be most likely to draw in the great mass of teachers to the innovation and that this would depend upon demonstration models being implemented by significant, high status teachers.

(i) the benefits of the social interaction model could have been utilised at the 'whole-school' level by providing demonstration resource teacher programs successfully operating in ordinary high school environments which interested persons could visit and observe.

(j) that if high quality resource teachers were to be made available then both resource teaching and the training program needed to be made sufficiently attractive so that enough suitable candidates would be encouraged to volunteer.

These alternatives do not appear to have been considered, however and development of the resource model was therefore impeded. Some schools spontaneously adopted these facilitative attitudes and so moved more quickly to adopt the planned model than others. The greater proportion however did not, adopting instead a Resource Room model. This model was, as previously noted, far easier to implement since it could be related to the existing primary remedial teacher program; it was less threatening to individual teachers because the resource teacher withdrew students; it provided incentive to co-operating teachers since they had many problem children removed from their classrooms and they could feel that another teacher was now responsible for these children; it allowed the status quo to continue in curriculum and assessment since by definition the children and not the program were inadequate; it did not require principals to adopt a leadership role in order to effect change.

No formal change model was consciously planned and adopted. The resource teacher program was simply inserted into schools. Its implications either in the context of the evolution of the Queensland high school or of innovations as examples of planned, deliberate change were never appreciated. Miles' (1964) conclusion that the emphasis in educational change was usually placed on the content rather than on the process of the innovation would seem to be supported in this case.

D. IMPLEMENTATION OF RESOURCE PROGRAMS AT THE SCHOOL LEVEL

The lack of system planning and of a written role description, threw great strain and responsibility on to schools and their resource teachers. These problems occurred not only upon the introduction of a resource teacher to each school but also continued as both resource teachers and other staff moved from school to school. The idiosyncratic nature of school resource programs meant that each teacher, on changing schools, had to relearn the resource role.

Failure to involve the principal in planning of the resource role meant that he was unlikely to provide informed leadership. Lack of information concerning alternative resource roles meant that the principal was unlikely to assess possible variations of the role in relation to his school's needs.

Otto, in 1970, had pointed to the desirability of 'selling' innovatory programs to principals. 'Selling' in Otto's terms involved providing opportunities for principals to learn about an innovation and to explore the problems associated with its introduction. Having then accepted the program they became strong, committed advocates. In contrast to this perception, one principal interviewed as part of this study (School 29), disclaimed any knowledge of the resource program and said the deputy principal "looked after the resource teacher".

At the class teacher level, Reger (1973) described how the staff could contribute to the development of a 'Mission Statement' for the resource program. Such input allowed teachers to feel involved and led to more active support, a view shared by Codd (1976). The case study prepared at School 12 revealed a degree of ill-feeling towards the resource program which in part appeared due to the fact that the principal had defined the resource role without reference to the teaching staff. Not only did the staff not feel involved, they felt that their needs were not met by the structure imposed by the principal.

Class teacher interviews conducted in six schools revealed deep and widespread dissatisfaction with the way in which class teachers were introduced to the resource role (Chapter 6). Forty-two per cent of class teachers interviewed heard about the resource role directly from the resource teacher, a further 22 per cent through notices from the resource teacher and another 20 per cent by casual word of mouth. One teacher even heard about the resource program in his own school at a parent-teacher evening and another heard from a relative who was a student involved in the resource program. Nearly half the group thought their introduction to resource teaching was badly carried out.

As Mitchell (1976) has pointed out, it is a waste of the resource teacher's time if he/she has to continually interpret her role to teachers. It is a further waste of time if that role has to be redeveloped each time there are staff changes within a school. Yet, this appears to be what happens in the Queensland programs studied. Each resource teacher interviewed was personally responsible for dissemination of information about his/her role. No system level provision was made to introduce teachers to the resource role and its implications for them. The principal at School 12 did attend a seminar prior to the introduction of resource teachers and then felt responsible for 'indoctrinating' his staff members. Subsequently he felt that resource teachers had to be good at 'P.R.' in order that they could 'get out' and 'sell' themselves. At Schools 17 and 29 the resource teachers explained their roles to class teachers at staff meetings but had then to visit individual teachers to ensure they had been understood. In both schools, teachers were found who had not been formally introduced to the resource role because they had joined the staff after the initial introduction had taken place.

All teachers thought that the resource teacher role should continue; indeed this proposition was ranked first in importance by the whole teacher group sampled. Their reason for this choice was that someone had to provide for the less able students within the school. However, when asked what value the resource role was to them personally, class teachers' perceptions varied directly in relation to the categorised resource role. Thus in School 17, In-Class Resource category, class teachers rated the value of their contacts with their resource teacher first in importance with a mean rating of 4.5 on a 5 point scale. In School 29, Balanced Resource Role, class teachers rated the value of their resource teacher contacts third overall with a mean rating of 3.8. However, in School 48, Resource Room model, class teachers ranked this aspect of the program sixth with a mean score of 1.8 on the 5 point scale. Table 53, which follows, shows the class teacher rankings in each of the four case study schools.

Table 53

TEACHER PERCEPTIONS OF RESOURCE TEACHING IN FOUR CASE STUDY SCHOOLS: COMPARISON OF MEAN RATINGS[1] TO QUESTIONS RATING TEACHER PERCEPTIONS OF RESOURCE TEACHING

Q.	Schools	12	Rank[2] Order	17	Rank Order	29	Rank Order	48	Rank Order
1.1	How well do you think you understand the planned role of the R.T.?	2.8	4	3.3	5	3.5	7	1.6	8
1.4	How well was your introduction to the R.T. role carried out?	2.2	9	2.6	7	3.1	8	2.0	5
1.5	How satisfied are you with the R.T. role?	2.3	7	3.9	3	3.8	3	1.8	6
2.1	How often are you in professional contact with a R.T.?	1.9	11	3.2	6	1.6	11	1.3	11
2.3	How highly do you rate your contacts with the R.T.?	2.4	6	4.5	1	3.8	3	1.8	6
2.6	How highly would you rate the contributions that a R.T. can make to staff development?	3.6	1	3.7	4	3.8	3	2.2	4
3.1	How attractive is the job of the R.T. to you?	2.5	5	2.4	8	2.0	10	1.5	9
3.4	How much is a period as a R.T. LIKELY to HELP a teacher's promotion prospects?	2.3	7	1.0	11	2.8	9	1.5	9
3.6	How valuable would a period as a R.T. be to a teacher aiming at promotion?	2.2	9	1.4	10	3.8	3	2.7	3
4.1	How important do you think it is for the role of the R.T. to continue in Queensland?	3.2	2	4.5	1	5.0	1	3.3	1
4.3	How likely do you think it is that resource teaching will continue in Queensland high schools?	3.0	3	2.1	9	4.1	2	2.8	2
	Schools' Mean Response	2.6		3.0		3.4		2.0	

[1] Teachers were asked to rate their perceptions on a scale from a low of 1 to a high of 5

[2] The mean teacher ratings were then placed in rank order

As shown in Table 53, the resource program in School 29 was rated highest on the 5 point scale. The mean score of 3.4 for all eleven questions rated was significantly higher than the mean of 3.0 for School 17. It should be noted however, that the teachers in School 17 rated the value of the resource role as a promotionally related experience at a very low level (1.0 and 1.4) in comparison to the teachers in School 29 who rated those features at 2.8 and 3.8. Several people in School 29, including the principal and deputy principal, commented on the outstanding ability of the resource teacher in this school and suggested he would be a suitable candidate for promotion to a more responsible position. Thus although the resource teacher in School 17 was rated a more valuable contact than the person in School 29, the latter was deemed more likely to obtain promotion.

These variations demonstrate the highly subjective nature of the data produced by the questionnaires and interviews used. Whilst these data may be valid as perceptions of the teachers sampled in these particular schools, they are nevertheless extremely school specific and extrapolation to other schools is extremely hazardous. The only generalisation which appears valid is that resource teachers in Balanced or In-Class Resource roles have, other things being equal, more opportunity to impress their value on class-teachers than do teachers in Resource Room programs, a point which perhaps seem to be almost a truism.

The principal areas of academic focus in all resource programs were Reading and to a lesser extent Mathematics. In individual withdrawal programs in 1978, 68 per cent of the resource teachers withdrew students for Reading and 23 per cent for Mathematics. In small group withdrawal situations, 92 per cent of teachers worked on Reading improvement and 75 per cent on Mathematics in the same year,

1978. When we look at In-Class Resource activity in 1978, we find that 65 per cent were involved in English classes, which subsumed Reading, and 42 per cent in Mathematics.

Resource teacher programs showed less similarity in relation to the numbers of students directly worked with. The data collected by this study, show considerable variation in total numbers of students withdrawn, number and size of groups taught and frequency of tuition provided. Thus in 1978, one third of the resource teachers withdrew fewer than 20 students per week whilst a further third withdrew more than 40 students. Fifty-seven per cent of teachers sampled taught these children in groups of between 2 and 5 students whilst 37 per cent had groups of 6 to 10 students and 5 per cent had between 11 and 15 students. Most students were only seen whilst they were in year eight. Although there was a trend towards working with individual students in years nine and ten, in the group-withdrawal mode, year eight students formed by far the largest proportion of students seen. One would therefore question whether much attention was given to the literature on remedial teaching which stresses long term, intensive work with small numbers of students (Cashdan, 1971).

In-Class Resource programs showed almost equal levels of resource teacher involvement in years 9 and 10 (56 per cent and 54 per cent of resource teachers), with 25 per cent involved in year 10 classes.

Thus resource programs were most similar in respect of the academic help they provided which was mainly in Reading and Mathematics but were most dis-similar in their organisational structures.

Given the lack of a clear role description and what Reger (1973) called an external, "co-ordinating agent", Queensland resource programs have clearly developed organisational structures on an individual basis. As in the United States, 'Resource Teaching' in Queensland state secondary schools can apparently mean whatever the school, or even the individual resource teacher, decides it will mean.

In Chapter 6 of this study, school resource programs were categorised on the basis of hours allocated by resource teachers to specific activities. These activities were, withdrawing individuals and groups, working with class teachers, and teaching regular classes.

Thus in the Resource Room category, the resource teacher allocated more than half of the time scheduled to these activities in a week, to withdrawal of individuals and groups. In the In-Class Resource category more than half of the scheduled time was spent working with class teachers and Class Teaching-Resource found the greater part of this time spent working as a regular class teacher. The term Balanced Resource Role was used to identify schools in which more than one third of the resource teacher's time was spent in both In-Class Resource and Resource Room activities.

Use of these categories permitted the principal orientation of a school's resource program to be compared with that of other responding schools on a year by year basis. Thus trends were identified and the orientation of resource programs was seen to change between 1976 and 1978. Inclusion of data gathered at a resource teacher seminar in 1980, allowed these orientations to be assessed over a 5 year period.

The evidence provided by this method of categorisation suggests that a Balanced Resource Role is evolving in Queensland high schools. Whereas 86 per cent of programs identified in 1976 were classified as Resource Room this proportion had declined to 35 per cent in 1980.

Balanced Resource Roles had conversely risen from 11 per cent in 1976 to 39 per cent in 1980. In-Class Resource also rose over the period from 3 per cent to 16 per cent and Class Teaching Resource from zero per cent to 10 per cent. The number of schools using the resource room as their principal orientation therefore appeared to fall by 60 per cent between 1976 and 1980.

This movement shows a high rate of diffusion for the in-class resource teacher model. Given the critical comments already made about the lack of planning for the process by which this innovatory role was to be introduced, this is extremely surprising. The rapid rate of diffusion may be explained in terms of,

(a) the training programs by which resource teachers were made aware of the in-class expectations of the resource teacher model. These teachers then communicated their expectations to schools and these were accepted over the course of time.

(b) External support provided by the Advisory Teacher for Resource Teachers who visited all schools which received resource teachers and encouraged implementation of the In-Class Resource model.

(c) The Social Interaction model in which class teachers were able to observe in-class support operating in other classrooms.

(d) Use of the Problem Solving Model in schools, such as School 17, where the resource teacher attended subject master/mistress meetings and was able to contribute suggestions which were accepted. The principal of another school which used this model called the resource teacher, 'the advocate of the less able child'.

(e) Transfer of teachers from schools which used an in-class resource model to those which did not. It appears that most teachers who worked with resource teachers in this way valued the contacts very highly and tried to continue them.

The significance of the growth of the Balanced Resource Role should not be overlooked. Acceptance of this model rather than the fully In-Class Resource model indicates that both components, resource room withdrawal and in-class support were very highly valued. Resource teachers have been willing to reduce the amount of time scheduled for withdrawal work in their resource room but so far have not seen fit to abandon the practice or even to reduce it below one third of their scheduled time.

The work which resource teachers undertook in their resource room programs was mainly devoted to Reading and Mathematics. In the three years 1976 to 1978, these areas consistently involved over 90 per cent and 70 per cent of the students withdrawn respectively.

The reasons why Reading and Mathematics assumed such importance in Resource Room programs have not been evaluated by this study. Whether these emphases are functions of the training programs, of the expectations of the schools or of the resource teachers predispositions is not known and could be the subject of future research.

E. SELECTION AND TRAINING OF RESOURCE TEACHERS

A high degree of agreement was found in this study, in regard to the kind of people who were needed as resource teachers. Most people felt they should be sympathetic people who could easily empathise with teachers and students. Other qualities which were stressed were: dedicated, energetic, intelligent, good at public relations.

Very few of the fifty-two class teachers who were interviewed saw resource teaching as an attractive occupation. Instead, they saw it as imposing heavy demands on patience and energy without providing any worthwhile compensations. The principals and most teachers questioned viewed resource teaching as a "dead-end" occupation with no career structure nor advantage in applying for senior promotional positions. Thus younger ambitious teachers would be inclined to see resource teaching as an unprofitable side-track.

Given this background, it is not surprising that recruitment of candidates for the training courses proved difficult. The Kelvin Grove C.A.E. course was continually undersubscribed and in consequence was cut back to a one-semester intake per year from 1977. Information presently available is that the course will not be continued in 1981 as the Department of Education cannot guarantee a sufficient number of trainees being available.

Thus, the Department of Education's commitment to resource teaching appears somewhat doubtful when seen in relation to its recruitment and training programs. No formal recruiting campaign was ever launched apart from that which invited highly recommended teachers to participate in its own ad hoc training program in 1974. Principals and Inspectors were not advised as to the kind of people who should be identified as potential resource teachers nor were they encouraged to recruit such people.

Although the Department contributed to and appeared to accept the Joint Advisory Committee Report, teachers were never released nor encouraged to complete the one year Post Graduate Diploma training program. Instead the Department employed, on exactly the same basis, teachers who undertook its own twelve weeks training program, those who completed only the first semester of the diploma full-time and those who carried on to complete and graduate from the full diploma course. No question was ever raised as to whether those teachers who had less than the Post Graduate Diploma were sufficiently qualified. Other teachers from inter-state and overseas were also introduced as resource teachers. One of these (School 48), actually thought when she was appointed, that the role required her to look after audio-visual resources. She claimed she had never had an explanation of the role until she discussed the matter with this researcher.

The Department's attitude to selection and training of resource teachers, together with the low status which the role carried amongst teachers, would appear to have played major parts in determining the number and quality of teachers who volunteered for resource teacher training. Only teachers with highly altruistic motives would be attracted in these circumstances, a view confirmed by the Kelvin Grove C.A.E. 5 Yearly Review in 1979.

F. CONCLUSIONS

1. The resource teacher role was introduced into Queensland state high schools to help class teachers cater for the widened range of students attending these schools in the early 1970's.

   Although part of an evolution process, the resource teacher was never officially described as part of a process of change through which high schools were moving. In addition, the resource teacher was never identified as a change agent within this context of system change.

2. The implications of the introduction of an innovatory role were never fully articulated and no planning was carried out to ensure that the innovation was fully understood and used.

3. Although resource teachers were intended mainly to help class teachers cater for the needs of a diverse population within the context of the regular classroom, this role was never clearly set down and schools were left to enunciate their interpretation of the role on an ad hoc basis.

   For the purposes of this study, resource teachers programs have been categorised on the basis of the activities to which resource teachers schedule their time. Resource Room programs in 1976 accounted for 86 per cent of all identified programs but this declined to 34 per cent in 1980. By 1980 Balanced Resource Roles formed 39 per cent of identified programs. In-Class Resource programs formed a minority of all resource programs. From 1977 on, resource teachers were increasingly required to teach regular classes. By 1980, 10 per cent of identified resource teachers were spending more than 50 per cent of their time as teachers of regular classes.

4. Resource teachers were intended to be experienced successful teachers who would be readily accepted by their colleagues. Poor enrolment in training programs meant that candidates accepted for training were not always of the required calibre and several people failed to fulfil the requirements of the training program.

   The suggestion was actually made to this researcher that some schools had recommended teachers whom they wished to dispose of, to enrol in the training program.

5. A one year training program was envisaged and created at Kelvin Grove C.A.E. This was later supplemented by a Special Education course at James Cook University.

   Although committed through the Joint Advisory Committee Report to a one year training course, the Department of Education mounted its own twelve weeks training program before the Kelvin Grove course could get underway. Not only did the Department later fail to require these teachers to complete the recommended program, it also undermined recruitment to the college course by removing this group of 28 teachers from the pool of potential candidates.

Both James Cook and Kelvin Grove had difficulty getting students to complete the second semester of study required to graduate from their courses. The Department of Education was satisfied to employ teachers who completed the full-time component of the training courses. Thus no inducement either in employment or monetary terms was offered to the majority of teachers who undertook the role.

6. Introduction of the resource role to schools was very poorly carried out. Principals were not cognizant of the role parameters and did not in general promote the resource teacher as a support person for teachers interested in curriculum development. Most schools in consequence initially adopted a withdrawal, remedial type program.

7. Class teachers appear to place great value on the resource role without themselves being interested in undertaking it. The role is seen as demanding, offering little job satisfaction, not leading to promotion. Principals described it as a 'dead-end job' and said they would not recommend ambitious teachers to enter the training program.

   Class teachers and principals feel that resource teachers make a great contribution to the options available within the high school. Not all resource teachers are equally well thought of however, Some principals wished they could 'get rid of' their resource teacher, others did not know what they would do without them. A very small minority of class teachers described their resource teacher as lazy and unapproachable. The role appeared open to abuse particularly where a Resource Room orientation was maintained.

8. Resource teaching in Queensland has not been related to research evidence. This researcher is aware of no other research into resource teaching apart from a 5 Yearly Review of the training program at Kelvin Grove C.A.E. conducted in 1979.

9. Resource teachers appear to have made substantial changes to some school programs, particularly where they have worked in a problem solving capacity with subject masters and mistresses. In such cases, diagnostic information has been gathered and programs based on their results. These programs have then been implemented throughout the subject department involved. These have most frequently been conducted in English and Mathematics.

   Resource Room programs have had little impact on schools other than to remove numbers of students from classrooms for short periods of remedial instruction. There is no evidence available to show that these withdrawal programs have been successful in achieving their aims of remediating students' Reading and Mathematics deficiencies.

10. The introduction of the resource program was not planned in terms of an innovatory program aimed at changing existing practices. It would appear that the program may have achieved its stated aims more quickly had this been done. Specific changes which might have been made are:

(a) Preparation of a clear role description.

(b) Identification of innovatory schools in which to establish the resource role on a problem solving basis.

(c) Use of these innovating schools as demonstration models. Other schools could then have observed the program in operation and have applied to have a resource teacher assigned to them in order that they might implement the same role.

(d) Additional support personnel be provided as external co-ordinators of the program. Such personnel could then advise principals and exert pressure to have schools implement the stated role, for example, not to use trained resource teachers as class teachers.

(e) Rewards be provided to encourage teachers to take up resource teaching and to complete the training programs offered. These rewards could include higher status and better promotion prospects and would lead not only to higher recruitment but also to a readier acceptance of resource teachers by other teachers.

(f) Eliminate the 'Special Education' connotation of the role.

G. FURTHER RESEARCH REQUIRED

This study has described various aspects of the way in which resource teachers were introduced to Queensland state high schools. The orientation of the resource program was identified in these schools which responded to mailed questionnaires in 1976, 1977 and 1978. An informal survey, taken in 1980, provided further data regarding the adoption of particular models of resource teacher programs and suggested specific trends in the development of resource teaching.

However, the study has not answered a number of important questions and it is suggested that further research is necessary to clarify these and perhaps other issues. The particular areas seen to require additional research are as follows.

1. The effectiveness of particular models of resource teacher intervention. The present study has shown that large proportions of resource teachers are involved in withdrawal type programs and also in in-class resource where they help class teachers. Evidence is urgently required which evaluates the effectiveness of these models and which identifies the optimal conditions in which particular models might be developed.

   When planning research in this area, it is suggested that future workers consider the effectiveness of resource teacher programs in respect of:

   (a) individual examples of resource teacher activity, for example, a case study of a specific in-class resource intervention;

   (b) comparative studies which evaluate student progress in a withdrawal situation as opposed to progress in an in-class resource environment;

   (c) the value of resource intervention in different subject areas; and

   (d) identification and description of particular children involved in various resource programs.

2. Descriptions of 'successful' resource teachers in differing resource categories as described in the present study. Ideally, description of successful teachers might lead to the identification of particular characteristics, personality traits, skills which

could then be related to the selection of suitable candidates and the development of appropriate training programs.

3. Further study of the categories of resource programs identified in the present study is required. This would seek to establish the validity of the categories proposed, that is, Resource Room, In-Class Resource, Balanced Resource Role. This would allow either the continued use of these categories or the development of more appropriate models.

4. The present study has not given adequate explanations for the development of particular resource models in different school settings. Further research is required which would establish reasons for particular developments. For example, the present study has identified the influence of the principal as being of crucial importance but has not considered the effects of particular resource teacher training programs. It could for example, be suggested that resource programs devote very large proportions of time to Reading simply because the training of resource teachers emphasises this area.

   Amongst other important dimensions which have not been considered are such areas as age, sex, level of education and personality characteristics of resource teachers. This could obviously be a very fruitful area for further study in which many variables other than those suggested above could be considered.

5. In the literature on resource teaching, frequent reference has been made to the in-service value of having resource teachers work in classrooms alongside class teachers. Such experiences will, it has been suggested, allow class teachers to see resource teachers using a variety of strategies which the class teacher can implement

in her own teaching at a later date. Valuable research could be conducted in this area to evaluate such aspects as:

(a) class teacher attitudes to having resource teachers work with them in their classrooms;

(b) class teacher attitudes to particular strategies which resource teachers introduce;

(c) class teachers' later adoption of innovations introduced by resource teachers.

6. The present study has suggested that the implementation of the resource teacher program in Queensland state high schools was hindered by certain weaknesses in planning. Future research could provide valuable data in this area by evaluating the influence on resource teacher programs of such factors as:

   (a) induction programs which train class teachers and administrators to work with resource teachers;

   (b) written job descriptions which clearly delineate the roles of the resource and class teachers;

   (c) planning for change by identification of innovatory schools and teachers to work with resource teachers in demonstration programs.

Conclusion

The implementation of further research into resource teaching is essential if this innovatory role is to be utilised in a studied, deliberate, effective fashion. As previously pointed out, much innovation in education has proceeded in a haphazard, ad hoc manner. Resource teaching in Queensland state high schools may be seen as following this trusting path. Unfortunately much time, money and human potential can be wasted by this fumbling approach.

This study has attempted to identify the way in which secondary resource teaching was introduced in one Australian state and to describe ways in which the role developed over a period of years. In describing this innovation the study has suggested, with hindsight, a number of areas in which better planning may well have produced different program developments. In coming to these conclusions, the study has indicated areas in which future research appears to be needed and from which valuable lessons might be drawn. If the study has succeeded in satisfactorily describing the introduction of the innovation, then it has achieved the researcher's expectations. If it provides the springboard for further more valuable studies then it has far exceeded his dreams.

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Appendix 1

RECOMMENDATIONS OF THE JOINT ADVISORY COMMITTEE ON *RESOURCE TEACHERS IN SECONDARY SCHOOLS, APRIL 1974*

THE ROLE OF THE RESOURCE TEACHER

Recommendations

(i) that adequate and appropriate briefing on the role of resource teachers be provided for inspectors, principals, deputy principals, senior mistresses, subject masters-mistresses, and for all content area teachers - particularly at Grade 8 level, and that this briefing be undertaken prior to the appointment of the resource teacher to the school.

(ii) that guidance officers be adequately briefed on the resource teacher's role and on their relationship with that teacher.

(iii) that guidance officers in training share interfacing preparation experiences where convenient and appropriate.

(iv) that a review be made of the transfer of pupil information from primary to secondary schools to ensure that all relevant data is passed on.

(v) that personnel of the Research and Curriculum Branch of the Department of Education and similar personnel from other systems in liaison with the appropriate advisory teacher consider developing a Materials Bulletin to assist resource and content area teachers in keeping abreast of developments in their respective fields.

(vi) that consideration be given to the establishment of a Resource

Centre which will develop a library of materials and provide loans to schools for the purpose of experimentation and evaluation.

(vii) that consideration be given to the employment of a teacher-aide whose primary function would be the preparation of teaching materials under resource teacher and content area teacher direction.

IMPLICATIONS FOR THE SECONDARY SCHOOL RE APPOINTMENT OF A RESOURCE TEACHER

Recommendations

(i) that school principals seek advice from resource teachers on policy matters related to their area of expertise, and include such teachers in the administrative "executive" which decides policy.

(ii) that resource teachers liaise closely with guidance officers and other specialist personnel.

(iii) that resource teachers channel referrals to outside agencies through the guidance officer, who will discuss with the former, relevant incoming reports on student assessment.

(iv) that resource teachers liaise closely with school librarians and audio-visual co-ordinators to consider the availability and utilization of appropriate materials.

(v) that consideration be given to the establishment of resource rooms in existing schools and to the planning of such rooms for inclusion in new schools.

(vi) that consideration be given to the delineation of promotional avenues to subject master/mistress and higher levels, as well as to senior positions developing within the area of their new specialization.

(vii) that consideration be given to the adequate remuneration of the resource teachers in their new role.

(viii) that resource teachers liaise closely with subject teachers on assessment procedures and when desirable attend meetings of moderation panels to exchange information on assessment needs of special cases.

IMPLICATIONS FOR RESOURCE TEACHER PREPARATION

Recommendations

(i) that the course be the equivalent of one year full-time study comprising one semester full-time study followed by two semesters part-time study.

(ii) that the part-time sections of the course be offered at least externally and when possible both externally or in evening classes.

(iii) that an external course may include compulsory attendance at a vacation school.

(iv) that part-time courses include a section considering feedback from participants on problem issues arising out of practical experience in the implementation of the resource teacher role.

(v) that each semester course provide strong emphasis on practical as well as theoretical considerations.

(vi) that the training institution liaise with school authorities to determine the availability of and access to nearby high schools for practical work.

(vii) that liaison be established with guidance offices to ensure guidance officer and remedial teacher support and cooperation in the training program.

(viii) that other appropriate special education services, health and social welfare agencies be tapped as resources to share in the training of the course participants.

(ix) that the effectiveness of training be kept under continuing review so that required changes in the course content or presentation may be effected as soon as practicable.

QUALIFICATIONS AND EXPERIENCE OF COURSE ENTRANTS

Recommendations

(i) that applicants admitted to the course be successful secondary school teachers demonstrating potential for undertaking the resource teaching role.

(ii) that the employing authorities and the training institution liaise closely to ensure that candidates endorsed by employing authorities meet the requirements of entry to the training institution.

Appendix 2

INTERVIEW WITH THE DIRECTOR OF SECONDARY EDUCATION FOR QUEENSLAND

Q. *Why was the resource teacher program established in Queensland in 1974?*

A. Some years prior to that we had a visit from Guss Plessis who I think most people know and he conducted a series of seminars on, probably more on remedial reading I think it was, and as a result of that people were specially designated in schools to give a portion of their time to doing remedial reading with some of the slower learners. When I came in as Director of Secondary Education, we had returning from overseas a person who was very highly qualified in the area of remedial reading and who helped students who had limited academic ability or who had difficulty in coping with normal classroom procedures and programs. She went to Salisbury High School where she started a most viable program. It was my belief that with the total age group coming into our schools and with the normal progression of students through the system to stay with their peer groups that there were many students coming into our school who needed help. So I called into conference Mrs. I and other people within the Education Department at the time, and talked about the problem. As a result of that we decided that it would be of advantage to all if we had a person within the school who had had training and who could be designated as a resource teacher in the school system. So that's the way in which it grew up. We had no particular expertise or anything, at least no department set up in training institutions, Secondary, at the time, so we decided that we would run a program ourselves and so that for a full term Mrs. I, with help from lots of other people who had expertise in the area, ran the initial program. So that was how it was established initially, because I felt that I saw the need for it and that this was a way in which I at any rate envisaged the need.

Q. *So there was a large group of people whom you considered might be having problems in the schools?*

A. Yes, a significant group.

Q. *In addition there was a proven need for remedial type activities as instanced by the teachers who had been doing it?*

A. Yes, that's right. But they had only a week's seminar with minimum training.

Q. *The resource teacher model was suggested by Guss Plessis and Mrs. I.?*

A. Well, I wouldn't say it was suggested by Guss Plessis, no, not really. I wouldn't say he suggested it but it was out of these things and so on that the idea grew, but it wasn't really his suggestion that we should establish this kind of person in the school.

Q. *Could I ask you whether there was any other kind of model considered or whether the resource teacher model was fixed upon right from the beginning?*

A. I'd say it was fixed upon right from the beginning. I believe that we didn't need a person who was solely a remedial teacher. I think we needed a person in our schools who had their own particular skills and that they would be a resource person to teachers so that they could help teachers. The idea was never that they would take groups of children out of their normal situation as their total responsibility and I believe that we should do a lot of this work in the classroom. The resource teacher would be a helpful aid to the classroom teacher through various strategies, team teaching and all the other sorts of things.

Q. *Was there any hope that the classroom teacher would learn from the resource teacher.*

A. Yes.

Q. *In other words, it was to be a kind of in-service activity that would build up the skills within the school?*

A. That was part of it. I wouldn't suggest that the resource teacher would become an in-service educator within the schools. I believe that the role of the resource teacher was to help the teacher, to tell him or, to give him, or to suggest to him various strategies by which he could attempt to overcome some of the problems. I'm not a believer that we must have a specialist teacher for every activity that goes on in our schools. I think if you do that you'll have people abrogating their responsibilities. It becomes everybody elses job to do this and not your own. I always believe that in the initial training of the teachers they should have the skills to do these things without having to develop, without having any specialist training themselves. It's a matter of that could be developed within the schools always back to the resource teacher as a resource person.

Q. *What type of person then did you see acting as a resource teacher?*

A. Well I first of all, I always see the teacher as having had a reasonable amount of experience in the classroom. The sort of person who would by his own skill, his own standing and his own personality would be accepted by the teachers as a person who they could refer. I've looked for a proven teacher, who would have the respect of other teachers and with whom other teachers would be prepared to co-operate, consult and so on. So that I was looking at a fairly skilled performer. Also of course, that person should have had a sympathy or empathy with the types of kids. And by the way I do not necessarily see the resource teacher having particularly to deal with kinds at the lower end of the spectrum. I thought there would possibly be opportunities for them at the upper end of the spectrum to suggest programs which might keep these very bright children active. You see it wasn't only just as a remedial section. I think it's developed into a remedial section.

Q. *How about behaviour control? Did you see them being with behaviour problems?*

A. I didn't see them altogether as being counsellors. I think that was somebody else's responsibility, but I think that part of their brief, would have to be a motivational sort of brief, where they could motivate strategies that could motivate the kids that weren't being motivated and as a spin off from that you must work in the behavioural areas with problems.

Q. *How about the qualifications of these people coming in. Did you see that you needed a highly qualified person?*

A. No, we didn't ask for a highly qualified person really, we didn't ask for that. Nor did we necessarily give preference to that. I saw that there were large numbers of teachers in our schools, quite significant numbers of teachers in our schools who probably didn't have the necessary qualifications to go a long way. I thought these people were very suitable types of people to have in the area. Certainly we were very happy to accept the more highly qualified people too. There was no deliberate attempt to say that you had to have such and such qualifications.

Q. *So the prime interest was really in people who were proven successful teachers and would would be accepted by their peers?*

A. And who would have the necessary rapport and interest with them. It didn't necessarily always work out that way.

Q. *The third thing then, how were the duties of the resource teachers defined then at that time?*

A. Well we didn't set them out in great detail at the time because my belief was that if you set out definite criteria right from the beginning of the idea then maybe this criteria wouldn't be suitable anyway. So I saw rather than we set out criteria in very broad forms, and perhaps let the teacher develop within the school. Broadly, the sorts of areas, and sorts of strategies, required, then, individual teachers work different ways, individual teachers may have different types of special skills as I didn't want to circumvent their modus operandi and rather I saw it developing as an individual idea with basic guidelines rather than an established set of criteria.

Q. *Did this provide any problems communicating the ideas to principals and teachers?*

A. Well, I think yes. Yes I think we did have some problems here earlier on where I believe some principals regarded them purely as remedial teachers and thought that they had to work in a withdrawal situation all the time and some of them I believe were, and maybe on occasions here and there, still happening, they were given too much of that type of work. I believe that's part of it but not all of it. Yes! I think that might have been the problem and I think maybe we could have spelt this out a little more definitely but we did have a few problems earlier on with this,

(a) with the perception of the role principals should have;

(b) I believe if we kept to the right sort of person, then it would only be a short time before that person would become accepted by the staff. I always believe that they have some problems at the beginning of things.

When we start any new course in the school and a new type of person comes in, that person has to develop his own role before he is fully appreciated.

Q. *Was any induction process established to introduce resource teaching to the schools on appointment?*

A. No. We didn't carry out any induction program. We imagined, or I foresaw, that this sort of thing would come within the course itself.

Initially it was the practising teachers in our schools doing our initial course. My idea was that the role would be developed within, or that that would give them the induction process. The would visit schools and so on. Then I believed that as the course went on and became more established the visits to various schools that should establish the sort of role they should use and that they shouldn't have to have any particular induction programs.

Q. *How about follow-up support to people once they were in the job?*

A. We had some. A few brief seminars and we brought them together on occasions but we haven't had any large follow-up.

Q. *You wouldn't see the appointment of Mrs. I as a support?*

A. Yes, the appointment of a person as advisory teacher in that area. Yes, I had forgotten that as an advising teacher she is there for advice all the time so she was a resource person too. The whole time so I thought that that gave the people someone to refer to and also someone to whom they could look for problems.

Q. *How did you figure out where to send your first resource teachers?*

A. Well we simply accepted teachers from wherever they may come, because in this way we believed we may get people who were interested and to my mind it was what I started off as being. It wasn't particular moment what schools they went to. I believed they all needed them, some maybe more than others, and so in the first program, I believe there were about 30/34 people in it. They came from various schools and they went back into those schools, and I didn't believe that it was of great moment to select groups of schools that they should go to. The idea was to get it off the ground and so on.

Q. *How about as the course has developed, where people have been appointed to schools, that they didn't actually come from. How have those schools been selected?*

A. Oh yes, that has happened. Well, they have been selected in consultation with Mrs. I mainly. Where she has advised me to where they should go. That's one reason. Also, the particular district from which they came would determine where they would go back to.

If there wasn't a resource teacher in the particular school in the district. We had say, a resource teacher from Trinity Bay came down and there was one already there, obviously one would go back to Cairns High School. That sort of thing. So that, we have in our selection of people now, we are looking as far as possible for people who are prepared to go to schools (a) where there is a vacancy, or (b) where a resource teacher hasn't been.

Q. *How nowadays is a vacancy determined? Is it merely that the school doesn't have one or is it that the school as requested one?*

A. Well a bit of both, they've requested it or they haven't one.

Q. *Do you feel it important that schools should, probably I'm jumping ahead here, but from your personal opinion as its developed, do you think it important that schools should be lead into wanting resource teachers?*

A. That's the more ideal situation than put one where they don't want one. In the school which expressed the idea that they didn't want one I would be very hesitant about sending one there.

Q. *What criteria is used to select resource teachers now then if those were your original criteria?*

A. Well, we call applications and those applications are sent to the regions. The region know the people and they recommend to us those that they believe should be, are, suitable to be resource teachers and normally on recommendation would be those people that if we got a recommendation from the region against those people then we would select them even though that person might appear suitable in many ways.

Q. *Are you happy with the selection procedure existing presently?*

A. Well I do not know of a better one at the moment.

Q. *We had a few ringers get through the net haven't we?*

A. Possibly.

Q. *People we weren't particularly happy about?*

A. That might be so but we're dependent on the regions. I think in any selection proceeding you'll get a few who don't measure up; always will get a few who don't measure up.

Q. *But do you think the procedure has tightened up as the program's developed over the four years?*

A. I would say that probably our range of selection is not as high. We're not getting as many applicants now as we did earlier on, so our range of selection isn't so high, so that we are not able to select from so many as we did very early on. We have a few who aren't as good as they might be, but by and large, my feedback is that by and large, they are successful in what they are doing in the schools. They are suitable for what they are doing.

Q. *What opinion do you have on the training programs which have been provided for the resource teachers?*

A. I think the training program is, at least what I know of it, I think the training program is better than what it was. It encompasses more areas and gives the people a broader spectrum. I think it's better than what it was, but I probably wouldn't be able to comment too much in any detail. I don't think I'm able to comment specifically on what they're doing.

Q. *Feel free from where you sit ...*

A. From where I sit the feedback I get from one institution is quite satisfactory. From a second institution, on one or two occasions, not so satisfactory.

Q. *You would, by and large, not have any major grumble at this point with the course. You think it's serving the needs which exist in the system?*

A. As far as I can make out and as far as the advice I get back, yes.

Q. *Do you feel that you were bothered about the program? Do you feel that any mechanism exists that would allow you to influence the contents of the program if you weren't happy about it?*

A. Well, I feel that we did influence the content of the program a little at one stage. I would hope that if we believed the content of the program weren't suitable that the training institutions would be prepared to listen to it and so on. I hope they would.

Q. *You would feel that there is some co-operation between the Department and the Institutions to resolve what is regarded as necessary in the program?*

A. Oh yes, I hope that that would be the way it would work. That's the way I would see it work. It should work. As the major employer I think we should have some say in what is happening to the potential in our employees.

Q. *I wouldn't argue with that. I'm just wondering if you would feel that way?*

A. I would feel that if I had any particular grumble about the course I feel it, I hope it would be listened to and certain consideration be given to acting upon it.

Q. *One large area that's often referred to in the literature is the integration of exceptional children into regular schools. This is seen as a very big issue nowadays. Does any relationship involve the resource teacher in that program? Is that one of the aims in the program to link the resource teacher with the integration of exceptional children?*

A. Well, I would see that the resource teacher should have a role, should have an important role. We have, we do have, these people in our schools and we do liaise with special education in this area. We've got moves afoot at the moment to perhaps go a little bit further than we've gone at the moment. When though, we do bring, say the age group and the group of students from a special school into a secondary school, it's fairly normal for a special education teacher to move across with them. So that I would say that I would expect the resource teacher also to have a role in this. We would find, and we have found, that these students who come from special schools into the secondary system, our experience has been that they don't necessarily form a discrete group of children. There are children in our schools or coming into our schools who also need the same sort of help that they do and so it's a wider group of children that could be involved. That has been our experience to date. That they just don't form a discrete group of kids on their own.

Q. *People with similar 'handicaps', if we want to give it a word, already exist in the school?*

A. That's right.

Q. *They didn't all go into Special Education?*

A. That's right.

Q. *And would you feel that the resource teacher primarily would be responsible for those, or, should the school in general be responsible for them?*

A. I think if you are going to have them in the school then they should become part of the school. I think they have got to be involved in activities within the school that don't necessarily involve their own particular teacher. I think things like Art, Phys. Ed., Music, and other specialist activities, and I would say, that if these children do progress through the school to any degree, then other teachers in the school would have to be involved. They must be.

Q. *Is there any great awareness, this is probably slightly off the point. Is there any great awareness or concern in the system about exceptional children?*

A. Do you mean the secondary system?

Q. *In the secondary system. Moving from or not going into special education. Is that seen as a growing area to look at?*

A. I think that my philosophy is that these children should be absorbed into the normal school system. They always have come into our schools, so that it's not new that they have come in, but they haven't always come in en masse or as a block. This is the philosophy and it is, I believe, that we've got to show a concern for it, and so on, and I think we've got to keep on working closely in this area with special education.

Q. *Do you see the resource teacher in any way as a change agent in schools?*

A. Well, I suppose as a change agent in helping in the modification of programs of work and so on. Special strategies in various areas of programs of work and so on. I can see them being advisers in that area. Frequently in our schools the resource teacher is regarded as one of the administrative team, and where there is, or at least she has her part in the school, as a subject master and as a teacher librarian has, is involved in discussions of overall policies to be followed in the school and so I say many schools regard her, or the resource teacher, as an important link in the strategies being involved in the school and I suppose that in that category she could act somewhat as the change agent.

Q. *I was wondering whether in so far as what you are trying to attempt through the resource teacher, to me, as an outsider, seems to me to be a greater individualization of instruction. You're trying, I think, to suggest, that some kind of instruction is more appropriate than others for particular children. If the resource teacher is trying to do that, and if some teachers don't see it in those terms, if some teachers are not willing to accept that kind of orientation within their classrooms, the resource teacher there is in a situation with certain teachers that they have got different philosophies and something's got to change. What would you expect the resource teacher to do in that circumstance?*

A. Well, I suppose it would depend upon the resource teacher. I would hope that the resource teacher could demonstrate with the sorts of strategies and so on that she wants. If she can show them as effective, the teacher would come along but, I can't see that the resource teacher has the ability, the authority and maybe the desire to force things onto people. I think she has got no executive responsibility in the school and can't say well this is it and that is it. It would have to be a co-operative kind of effort and if the teacher continually held out against it these I think would probably be it.

Q. *So whatever changes they could achieve would be through agreement and demonstration?*

A. Yes, through agreement or through consultation with subject masters in the area who are responsible for the curriculum and the teaching methods. Frequently, in consultation with the subject master, these changes can be brought about and become a policy. There are various ways but I couldn't see a resource teacher being able to direct a person to do something.

Q. *You don't see the resource teacher as a power type?*

A. No, and can never be a power type of that sort.

Q. *What do you feel now after having run the program for four years? Do you think it has achieved things? Do you think it has gone places?*

A. I think so, I think so. We've had no particular evaluation of it as yet. We haven't set out to see what changes or what effects it has had, but in my moving around schools and seeing some resource teachers in action I think that some very positive things are happening. It hasn't solved the problems but I think it's helped to solve some of the problems. I think we still have some schools whose resource teachers are not regarded in the way in which I think they should be regarded. I think in some schools where they may have a shortage of teachers they may make the resource teacher a teacher. They'll make the resource teacher a teacher of the lower ability classes, which was never the idea at all. There hasn't been any evaluation but the feedback I get from those involved is reasonably positive feedback. I think some very good work is being done in places and in many places.

Q. *Do you think, principals, by and large, would be happy with having resource teachers?*

A. I think that most principals are happy to have resource teachers in their staff. Yes. I think most of them are happy. We've got a problem with resource teachers, and that is that they are counted as a person on the staff. This is just the way it is.

Q. *I was going to come to that in the next question and that is if you were starting again with the resource teachers, would you do anything different if you were going to introduce the program next year?*

A. I don't know whether I would have done very much different, not that I would look back self satisfied and say everything in the garden was beautiful and that's the only way it's to be done. I think it would probably be desirable to give them full training right from the word go instead of what we're doing now, but we've got to work within the resources that we've got. Those people who are interested are certainly carrying on and getting their diploma, so the opportunity is there for them to do it. No, we probably would have a different training program initially if we have the resources available to us that we have now. We didn't have them available to us at the time and if the resources were there we would start in a different way, but we had to use our own.

That's a fact of life. That's just the way it's got to be at the moment. If we had plenty of resources; if we had plenty of teachers, we could probably start differently. But that's just the way we must count resource teachers as part of the staff in the same way we count teacher librarians, as part of the staff. I know this is a bit of a scratchy area with some people, it has been the cause of some concern.

Q. *Looking at it in a slightly different sense. If you weren't constrained by the money. If you were able to do what you thought was the best thing. What would be your ideal situation to go from now? What changes would you like to make now if you did have the ability to make changes?*

A. Well, I'd say if we had all the resources we want, (a) we would certainly want to release them for a full year.

Secondly, I believe that in a big school we are asking far too much of a resource teacher to do what is expected of him, so we need more resource teachers in our schools. If we had the capacity to do what I really want to do, that would be one. (a) Properly, completely trained, if that's the right word, before they come into the service, and (b) really increase the numbers that we have. I think these would be the two things that I'd want to do.

Q. *Would you want to increase the support available to them? Do you think that would have to grow?*

A. Oh yes. We would want to increase the support. We do support them now to the extent that we have given an initial grant of $1500 to every school. It's down to a $1000 now because its financial restrictions, but this enables them to set up. We did also have a continuing grant of $200 a year which we have had to discontinue, again because of financial considerations. I believe we should improve. We have also got specialised furniture for them now, which we issue. We have given that support. But certainly I think if we had the resources we would probably set them up differently in schools. Give them a different type of area. We would design an area particularly for them where all sorts of things that they should have are in. I'd say probably four things we should do. Make sure that they were fully trained when they graduated into the schools. That we'd increase the number, and that we'd improve the facilities and the resources.

Q. *Anything else that you would like to say about resource teaching?*

A. I don't think so. I'm probably a bit biased because it's one of the things I've initiated into the secondary system so therefore I'm also inclined to see all the positive sides of it and to defend this system strongly. Probably because of that I'm not as alert to some of the weaknesses that come out as a result of it. I still fully support the whole scheme and would like to see it extended.

Appendix 3

INTERVIEW WITH THE CO-ORDINATOR OF INSERVICE PROGRAMS (SECONDARY) (DURING THE PERIOD IN WHICH RESOURCE TEACHERS WERE INTRODUCED INTO QUEENSLAND SECONDARY SCHOOLS) NOW THE PRINCIPAL OF A SCHOOL WITHIN THIS STUDY

Q. *At what stage did you become involved in the training program for secondary resource teachers?*

A. I came in when the committee which was planning resource teaching programs had almost finished its work. The committee, which had representatives from a number of agencies and institutions besides the Department of Education, had completed its planning regarding role and training programs and needed help in freeing teachers to enter a training program.

Q. *You were not responsible for providing evidence that teachers wanted a resource type role in schools?*

A. No. The people planning the program had decided that. The initiatives appeared to me to come from two individuals, one at the College and one in the Department, who had observed resource teacher programs overseas. These people had had their propositions accepted by the Department of Education and the committee had met to plan training and implementation.

Q. *Was it your perception that the descriptions of the resource teacher role held by the College and the Department were congruent?*

A. It was not. The College staff appeared to have a somewhat wider perspective of the role than the Department staff who appeared to have a narrower remedial orientation based on their perception of the school situation. The discussions at times appeared to be at cross purposes. My impression was that a problem existed in respect of power and influence related to the control which was to be exercised over training and role implementation. It would appear with hindsight that the College staff and Department staff were never entirely in agreement so that their joint influence was lessened rather than enhanced.

Q. *As the Co-ordinator of Inservice Programs, what was your role in the introduction of the resource teacher program?*

A. Mainly a clerical one. Initially I was asked to help find names of appropriate people and then facilitate their attendance at a course by arranging release and payment of expenses.

Later I was brought in because of problems in recruiting suitable people. It became clear at that time that one major problem was in regard to the understanding which different people had of the role. Regional Directors, Inspectors, Principals and Class Teachers all appeared to be unclear as to the role of the resource teacher.

Q. *What was your role in the induction of newly trained resource teachers into their receiving schools?*

A. None. No induction program was carried out or considered.

Q. *How were schools and teachers to learn how to use resource teachers?*

A. No program was ever proposed for this. The Department staff member involved in the original committee, became an advisory teacher for resource teachers and visited schools to discuss implementation of the role.

Q. *How did you become acquainted with the role description?*

A. I read the submission made by the original committee and saw it was to be more than simply a remedial role. I also visited a program in a high school which had been implemented by the Department's spokesperson on resource teaching and I talked to a large number of people in the college and in schools.

Q. *Was a written role description which clearly specified what resource teachers were expected to do available at this time?*

A. No. The submission did include some descriptive comments of the role but no clear description was ever agreed to or issued by the Department.

Q. *Looking back do you think this was a mistake?*

A. Yes. The role was never clarified initially. Some people closely involved with the project may have had a clear understanding of the care of the program but this was not communicated to the people who were to work the innovation in the schools. It would have been better to have had a clear role description so that everybody could have seen the purpose and dimensions of the role which resource teachers were supposed to follow.

Q. *Does a need still exist for a formal role statement?*

A. Yes. The Department did issue a set of guidelines in the Administration Handbook but these are not sufficiently specific. The guidelines are subject to interpretation and so practices vary from shcool to school. It should be possible to describe a core role whilst still permitting flexibility to meet particular needs. Resource teachers for example can be, and are, timetabled for classes. The guidelines should be more specific and prevent this if the role is to be seen as an important one.

Q. *Do you think that induction programs would serve any purpose at this time?*

A. Yes. Resource teachers are still being trained and many schools do not know how to get the most effective use from the R.T.'s they have. Induction programs would help inspectors, administrators, and teachers see how they could implement the Department's administrative guidelines.

Q. *Who should carry out these induction programs?*

A. The main responsibility should be the college's. It should have the major commitment. Since it trains the resource teachers, the college should work with schools to help implement the role it has trained people for. A second need is for the Director of Secondary Education to clearly support the induction program. A college representative could then enter a school and expect to get full co-operation knowing he is representing the Director. Thirdly, the principal would need to give support within the school. The Director's support would bring the program into the school but the principal would be responsible for gaining staff support and a worthwhile acceptance within the school.

Q. *Are any changes required in the resource teacher program?*

A. None to the program itself. Changes to the Administrative Guide would help implementation as I have already suggested. Recruitment could also be improved. Not enough attention has been paid to getting the right people. We have not tried to establish criteria for the selection of suitable teachers. Inspectors and principals don't know what kind of people are needed and so can do very little to seek out candidates.

Q. *What qualities do you think are needed in a successful resource teacher?*

A. First, to be able to work with adults. The person must be acceptable to other teachers and be able to work with then. Secondarly, to be able to work with children. Other qualities such as industry and ability are subsumed under these two.

Q. *What do you think are the benefits of a resource teacher program?*

A. Reduction of discipline problems. Our resource teacher is excellent at defusing behaviour problems which students have. He is able to talk with them, get them to work, get them to attend. The general opinion of the staff would, I think, agree that this is his greatest contribution.

Q. *Would you see him as a crisis teacher then?*

A. I suppose so in that he is available to relive tension provoking situations in the classroom. Secondly, he provides remediation help. He supplies me with monthly reports on the students he works with. These are made available on a confidential basis, to staff. We are all able to keep in touch with his program and look for improvements in class.

Thirdly, he does some diagnosis on request. He knows a lot more about reading than anybody else on the staff and is able to supply advice on how teachers might help students.

Fourthly, he contributes to staff seminars and discussions. His position allows him to bring forward a viewpoint which considers the less able student. He makes the staff aware of weakness in their proposals which they may not like hearing but which nevertheless cause them to stop and consider the needs of the range of students.

Q. *He acts as an advocate for the lower ability students?*

A. Yes. Our school now has someone providing leadership and advocacy for the underachiever. But also the gifted student!

Appendix 4

INTERVIEW

WITH THE ADVISORY TEACHER FOR SECONDARY RESOURCE TEACHERS 1975-1979 IN THE QUEENSLAND DEPARTMENT OF EDUCATION:

DEPARTMENTAL REPRESENTATIVE TO JOINT ADVISORY COMMITTEE 1974.

ORGANIZER OF DEPARTMENT OF EDUCATION'S TRAINING COURSE FOR SECONDARY RESOURCE TEACHERS 1974.

Q. *What were the origins of secondary resource teaching in Queensland as you see them? Where did the concept originate? How was a model developed?*

A. Model was developed in the Department of Education. There were negative opinions of a remedial teacher model. The idea of resource teachers who interacted with classroom teachers seemed a much more positive approach.

I had visited the United States and seen resource teachers working there. When I returned to Queensland in early 1974, I was asked whether I thought the Department should train secondary remedial teachers. At the same time I understood, from various discussions, that the Board of Advanced Education was interested in locating a training program for secondary teachers at Kelvin Grove College. The College was apparently keen to go ahead with training remedial teachers to complement the primary remedial teachers being trained at Mount Gravatt College. No documentation of these matters was brought to my attention. My suggestion was that resource teachers who would incorporate the remedial role into a classroom based approach would be more useful. The more important aspect would be to help children and teachers in the classroom.

Q. *Having established some kind of direction to go in, how did planning start?*

A. The planning went through a series of phases. First, initial clarification with the Director of Secondary Education. Then a series of meetings was called with the Director General, the Assistant Director General and the Director of each Department at which the concept was discussed in detail. After acceptance at this level, the proposal was taken to Secondary Inspectors and then to Principals. The first resistance came at the Principal level where a strong opinion existed amongst some Principals that what was wanted was remedial work.

Having established a Departmental position, several Department people then met with Kelvin Grove College representatives to explain the direction in which we wanted to move. The College was very happy to accept this orientation and the Joint Advisory Committee was then formed. This was in early 1974.

Q. *What was the Departmental input into the Joint Advisory Committee?*

The Department representatives included people from Curriculum Branch, a secondary principal and myself.

Q. *What were the alternatives or problems that the Joint Advisory Committee grappled with before it came to its conclusions?*

A. I think everyone accepted the role of the resource teacher. The combination of class room assistance and remedial work. There was no divergence of opinion about the role. There was I think a difference of opinion about how the role would be achieved. The College, I feel, tended to think it needed a more psychological approach, looking at children who would be very atypical in normal schools. Low incidence handicaps such as deaf, blind.

Q. *That is almost suggestive of a mainstreaming approach, bringing exceptional children into regular schools? The resource person then being a special education generalist.*

A. Yes. That is correct.

Q. *What then was the Department's perception?*

A. Our perception was also perhaps a generalist. We didn't see the work being done with such low incidence groups. Our idea was to help children with learning problems and also children who didn't fit into the regular academic program. We aimed at helping the range of students in the normal high school population not simply a mainstreamed group from Special Education.

It seemed that in a six months course it would be impossible to learn how to help children from all low incidence groups. The

The bulk of children in our schools who need help, do not have major physical handicaps. Therefore, the emphasis did not seem to us to be on mainstreamed children.

Q. *Was the Report of the Joint Advisory Committee seen as a statement of the resource teacher role? Did the Department see that as the definitive description which was sent to all schools?*

A. I should think so. Yes.

The Committee and the Director of Secondary Education saw it as a statement of the role. However, when it got to the schools, I think it tended to be shelved with all the other pieces of paper which arrive. The Report referred to something which was to occur in the future and which schools did not presently have. It was therefore shelved until the time when it was required. Of course, by the time that occurred it had often been forgotten.

Q. *Are you saying that the impact of the Report on schools was not very strong?*

A. Yes.

Q. *Did the Department think at that time that the Report had described the role sufficiently? Is that why no additional role statement was published?*

A. A role statement was published and is in the Administrative Handbook to be found in secondary schools.

Q. *Was it as comprehensive as the description in the Joint Advisory Committee Report?*

A. Oh No! The Administrative Handbook simply defines the roles of people in schools, principals, deputy, senior mistress, subject master. The resource teacher was added to that list with a broad framework of the role. The first letter on resource teaching went out with the Director's Christmas Message, at the end of 1974. So by November 1974, all principals had a memorandum from the Director of Secondary Education which gave a broad framework of the role of the resource teacher. The following year, 1975, it was printed by the Government Printer and distributed for inclusion in the Administrative Handbook.

Q. *Is it fair to say that the resource book on resource teaching was the Joint Advisory Committee Report with the addition of subsequent Departmental memoranda?*

A. Yes.

Q. *After that we come to the training of resource teachers. Why did the Department run its own course?*

A. We wanted resource teachers in schools from the beginning of 1975. The Kelvin Grove course was not accepted by the Board of Advanced Education at that stage and there was some doubt as to when finances would become available.

The Director General and the Director of Secondary Education decided that we would go ahead and offer our own training. There had been lots of precedents with guidance officers, teacher librarians for the Department training it's own people.

There were many precedents. About the end of July, 1974, I was told that the Director General's Committee had decided that we would offer a training program for the end of that year.

It was never the Department's intention to continue it's own course. It merely stepped in until the money became available for the College to start. If that had not happened the Department would have continued it's own training program in 1975. One additional factor in inducing the Department to mount it's own course was that the Kelvin Grove course was seen as taking only graduates. We had a number of teachers who were not graduates who were quite superb and who had done remedial work with children over a number of years. They were another consideration and we had many of these people on our own course.

Q. *Could I put it to you that to the outside observer there is a strangeness about what happened in 1974. The Department had agreed that a particular College should become the training* *agency for it's secondary resource teachers. The Department and that College had planned a training program. Yet, when the Department started it's own training program the designated training institution took no part in it. Was there any particular reason for this?*

A. Yes, unfortunately Kelvin Grove staff were too busy. They were approached before anyone else was approached and advised that this course was to be offered. They were invited to participate but were unable to accept because they were too busy. The pressure of work prevented them being involved. This informal approach by telephone was not accepted and so no formal letter of invitation was ever sent.

Staff from other institutions in Brisbane, together with suitable Departmental staff were involved. It was a joint effort of people who were available and whom we thought had something to offer.

Q. *Could I ask how the James Cook University program came to train secondary resource teachers? It started, I believe, about 1977. Did that program ever tie into the Joint Advisory Committee Report for its resource teacher model or did it arise quite independently?*

A. It arose independently as a special education course in the North of the State. James Cook approached the Department for backing. Previously teachers had come to Kelvin Grove in Brisbane from all over the State. The suggestion was made to us that it was a pity teachers had to travel so far when a course already existed in the North which was similar, if not comparable.

We have put very few people through that course.

Q. *Is it your understanding that that course trains people according to the Joint Advisory Committee model which was in the Department's mind some years ago?*

A. No. As far as we can make out, James Cook trains a special education generalist. Not necessarily the kind of people we had in mind. They did say they would take cognisance of the fact that they had secondary resource people on course. To my knowledge, they did not specially adjust their course to accommodate these people.

Q. *If I could just tie these three training programs together. In some of the American literature there are very close links between a course for resource teachers in a university and the needs of School Districts.*

Has it been a perception of the Department that these course have met the needs of the State and have been responsibe to these?

A. I think they were responsive. However when an institution offers a course based on needs of the State, it has also to take note of needs within the institution itself. It is subject to the constraints of the institution.

Q. *What kind of recruitment has occurred for resource teaching? Has it been seen by teachers as an attractive occupation?*

A. In the beginning it appeared a very attractive occupation. People, who were working with children with learning needs, saw the courses as, first, providing training which they had not had, and second, the opportunity to formally work at something which they had previously done in an *ad hoc* fashion. Initially, therefore, people who were interested, who had been working in the area, formed the basis of the courses.

Recruitment has become progressively more difficult as time has gone by but for a number of reasons.

1. Most of the original groups were enthusiasts. They were excited about the challenge of the job.
2. Staffing has become more difficult over the period from 1974.
3. People have not seen themselves as being challenged by resource teaching.
4. There has been a negative attitude to resource teaching in some schools.
5. Many resource teachers, I think quite rightly, feel threatened, others feel overwhelmed.
6. Much of what a resource teacher does is hidden. Obvious things such as small group withdrawal is easily seen. Other things such as teacher support in the classroom and educational diagnosis and many other things that they do are actually hidden.

In a recent survey done by the Department, resource teachers see themselves as giving far more class teacher support than does the principal. Does that mean that the resource teachers overstate the work they do? I think that that part of the role is hidden and principals are not aware of how much classroom support goes on Resource teachers themselves having to keep principals and other members of staff informed of what they do.

Recruitment has therefore varied. Initially it was good with enthusiastic people coming forward. Then shortages of staff and a low perception of the role have acted together to substantially reduce the number of teachers volunteering for training.

Q. *How about resource teacher qualifications. Do you think it is necessary to have highly qualified people as resource teachers? If they were highly qualified would it make them appear more acceptable to other teachers? Would that help recruitment?*

A. Qualifications are completely hidden in a school. Teachers do not know about each others qualifications. It never enters into it. We have some excellent resource teachers with minimal entry qualifications and minimal training.

Q. *Is the training program itself a bar to stronger recruitment?*

A. It would be a factor. Certainly when they are back in the school they are very vociferous about how much work is expected for the external courses.

They say that, the full-time training itself is fairly demanding but, "the external part involves more work than a university subject that I am doing externally." I am not saying that the college should lower it's expectations.

Q. *Was any kind of formal plan ever created, budget, staffing and so on, that would provide induction programs for introducing resource teachers into schools?*

A. If you mean by budget money, then probably no. Staffing was very difficult. Who was going to do the staffing? In the initial stages, and certainly wherever possible since then, I had meetings of all the principals of the schools receiving resource teachers. There were meetings of the administrators of the first schools that were to get resource teachers. Principals came, the Director of Secondary Education came and talked about the new role. I added to his remarks and then answered questions with ample time being allowed for discussion. Then each school was individually visited and principals, deputies, senior mistresses were all talked to. Subject master meetings were visited and talked to, and general staff meetings were talked to. Very often the resource teacher who was going to be at the school came along as well. Some schools were visited as many as six times. At one school for example, the deputy was very much against the idea but by allowing him to talk through his problems and fears he became one of the strongest supporters of the program. He actually stood up in a deputies' meeting and said he had been wrong. It had made a difference in his school. So, where it was possible, early groundwork was carried out.

Where this fell down, was where regions arranged teacher transfers so late in the piece that nothing could be done. Instead of the transfers going through well in advance so that the preparatory work could be done, there were some slip-ups and people were actually in schools before we could do this. We tried to do the preparation for every group of resource teachers. Once they became better known, and there had been discussions at all sorts of places, it wasn't thought necessary to get the principals together as a group. Once a teacher was sent outside Brisbane that became impossible anyway. But certainly, if I could not get there, I always wrote to the principal. It was a multi-page letter about resource teaching and I also had frequent correspondence after this. Principals would write back asking various questions.

Q. *So. Where the Department was aware of the school to which the resource teacher would be posted some preparation could be undertaken. However, you were not always aware of where people were to go to and so it could not always be carried out?*

A. Yes. That's right. The preparation was always done as soon as possible afterwards. I think Kelvin Grove staff was also involved in a rather more informal way in indoctrination programs in schools.

Q. *If you were the person responsible for preparing schools for resource teachers and seeing that they were properly introduced to the schools, who was responsible for supporting them once they were in the job? Was that you also?*

A. Yes.

Q. *Did you have any assistants who could visit schools? A secretary? Office?*

A. No. Only me.

Q. *You were alone therefore in covering the State from Cairns to the Gold Coast?*

A. Yes, That's right.

Q. *Was than an onerous load? Was it possible for you to cope with such a wide range of jobs over such long distances? Or, was the job really bigger than one person?*

A. I think the job was bigger than one person. The question was that this was a new role with a total number of resource teachers smaller than the staff of any high school. The ratio was initially 1 : 30 and that was seen as a rather generous provision.

Q. *The concept of the resource teacher then as working with other teachers was then never really understood by the people you were* *responsible to? In so far as it was not just the resource teacher but the staff of every school with a resource teacher that had to be worked with. There were thousands of people involved, not just a few resource teachers.*

A. The Departmental answer to that was, that these people had had special training and, as one of their roles was school based inservice, it was the role of the resource teacher to spread the gospel amongst the staff. It certainly was a very onerous task. Each year I drove something like 12,000 kilometers. I flew thousands more. Was available day and night. Worked weekends. Was on the go from early morning to late at night. One of the advantages was that I reported directly to the Director of Secondary Education. If resource teachers had a problem they could miss out the 'normal' channels and use a direct pipeline through me to the Director. Where an impossible situation developed something could be quickly done.

Q. *So if I understand you correctly. There was a good channel where a crisis situation developed. However, in terms of on-going support in the school it was difficult for you to get to every resource teacher and even more difficult to get to every staff?*

A. That is very true. I think one of the points to make though is that as far as the Department is concerned, the resource teacher is just another member of staff. The Geography teacher doesn't have special support staff visiting them. They do not have an advocate at any level.

The resource teacher was someone who had been given extra training to do this role. I think there are two ways of looking at it. Because it is a new role, it poses difficulties. But then teaching Study of Society is a new role. It's a new subject and there is certainly not much back up for that. I think resource teachers have to look at themselves in perspective. As one member of a staff of sixty or seventy.

Q. *The implication of what you are saying is that in general terms the Department does not provide large support for the induction of innovative programs. They are left to make their own way.*

A. There is induction but not large support as such. I think that one of the things with resource teachers is that the principals have been very good. Resource teachers have attended more in-service seminars over the years than any other group in our schools within school time. Principals have been very generous. They have given opportunities to visit other schools to see what other resource teachers are doing. You probably would not find any Geography teachers able to go off for the afternoon to visit another geography teacher in another school.

Therefore in this way they have been very fortunate. Brisbane West allowed one afternoon each month for resource teachers to have meetings. Other regions allowed this but the resource teachers did not take advantage of it. They were not prepared to give up their own time but wanted it all to come out of school time. The time has come when we have to ask what people's professional commitment will be.

Q. *What would you say have been the benefits of the resource teacher program?*

A. I think there have been tremendous benefits to children and to teachers. Perhaps not as much as we anticipated. I think, resource teachers more than many other members of staff have managed to disseminate teaching methods, diagnostic methods, to other members of staff. This is something very few other groups have been able to do with as much success. They have created an awareness that children with needs are teachable and reachable.

Q. *This supports your original perception that the general school population needed support and that this has been provided by the resource teacher.*

A. Yes.

Q. *Any problems?*

A. I think there are problems. The main one is one of staffing. A school gets a resource teacher or a class teacher. The resource teacher has to be counted in as a teacher and can only do the resource job if other staff can be timetabled to cover that deployment. They are counted as just another member of staff. This also applies to subject masters and teacher librarians. It causes more threat to resource teachers though because they are taken off the resource job and put onto the class teacher schedule.

The second problem is selection. Not every person selected for the resource course has been the ideal resource teacher. As a new role, it is terribly important that people who are not suitable are not seen as resource teachers, because, I think, it is doing a great deal of harm to the image of resource teachers.

Q. *Does that suppose that you know what the ideal resource teacher is like?*

A. I could name you some. I suppose they are all people who have a great empathy with people; have great understanding of children with needs; are prepared to be involved much more than a nine to three day; who have skills in teaching.

Q. *Why is it difficult to identify such people if it is possible to describe them so that only suitable people are selected?*

A. If we had many to chose from it would not be so hard. In the early days Kelvin Grove staff and Department staff used to interview candidates. Prior to the interview as much background as possible would have been ascertained. By the time the interview was held therefore, a great deal of information was already available. This does not, to the best of my knowledge, happen now. I understand that the College only interviews people from outside the Department. They accept the Department's recommendations.

Probably the final selection should be a joint responsibility. Those whom the Department sends who are seen to be unsuitable should be weeded out by the College.

Q. *Could I clarify that. You are saying the College should weed out those people who maybe suitable academically but whom it considers are not suitable for the role.*

A. That's right. Finally I think there is the problem of status. Some people are happy with the name and duties of a resource teacher. That is sufficient status for them. As far as career opportunities go, resource teachers can only be promoted out of an area of subject speciality. Several women have become Senior Mistresses or even Deputies directly from resource teacher but no men, Several men have become Subject Masters. Resource teaching can lead to Subject Master but is not equal to it.

Q. *What do you think is the future of resource teaching? Is it likely to continue?*

A. That is very difficult to answer. Staffing restrictions are the biggest threat. If these are overcome and resource teaching made secure then I think recruitment could be improved. It will probably contract in the near future to those schools which particularly want to use a resource teacher. If staffing improves it will expand again. Nobody knows.

Appendix 5

INTERVIEW WITH THE CO-ORDINATOR OF THE POST GRADUATE DIPLOMA COURSE FOR SECONDARY RESOURCE AT KELVIN GROVE COLLEGE OF ADVANCED EDUCATION

Q. *How did Kelvin Grove come to be associated with the training of resource teachers?*

A. Psychology Department at the college had wanted to develop a special education type course for some time. In 1973 two programs were being considered; special class teachers and remedial teachers for secondary schools. In late 1973 suggestions were made from outside the college that we might offer such courses.

In mid-1973 an informal suggestion was made by the Board of Advanced Education (B.A.E.) that Kelvin Grove might offer such a course (that is, either special class or remedial teachers). A first submission outlining the idea was sent to the B.A.E. Approval was given for the college to begin planning in detail. A meeting was then held with the Director of Special Education and it was agreed that the best direction to go in would be to train resource teachers rather than teachers for the roles we had previously considered. Having arrived at this agreement in late 1973, a Joint Advisory Committee was convened in early 1974 which represented Catholic Education, (Independent Schools invited, but no representative attended), the Department of Education and Kelvin Grove College. This committee considered the place of secondary resource teachers in Queensland and produced a Report in April 1974. This was distributed to all secondary schools and feedback was requested. Only three schools replied.

Q. *At the beginning then there appears to be a very close agreement* *between the Department and the College about the kind of role you wished to develop.*

A. The Director of Secondary Education at that time suggested that the college convene the committee. He then appointed four representatives to the committee. In terms of agreement the committee was set up to look at the implications of establishing the role and training the teachers. There was not an acceptance of the Report or agreement on its content, in the formal sense, e.g. letter of acceptance.

Q. *Could I go back a little? You suggested I think, that you went to the Department with a couple of suggestions for special class teachers and remedial teachers. And, in fact, they said they preferred a resource teacher model. At that point in time was there quite conclusive agreement between the two parties who were engaged in these discussions, about what that role implied?*

A. Yes, in so far as the resource teacher role was suggested because the primary people were moving in that direction. Probably the Special Education people pushed that as a concept. I think that our discussions with the senior personnel in the Secondary Division suggested that their information was limited anyhow as to what should occur in terms of course development or training personnel. I think it was mainly through the Special Education people who suggested that the resource model was a better one than the remedial model, that we moved in the direction of the resource model per se - a generalist in special education working in the regular school.

No, in so far as the Joint Advisory Committee was established early in 1974 to determine details about the role, and the training program. At the same time that the J.A.C. was meeting, College staff were planning the course details which were relayed to the J.A.C. for consideration and comment.

Q. *If we could follow that along. Would you say that following these original discussions through the J.A.C. and the years of implementation that the concept of the role on the part of the Department of Education and the college remained very similar or did they prove to be quite distant?*

A. It is difficult to answer that in so far as I find it difficult to know how one would define "the Department". I think that in my own view, the Department, meaning senior people in Head Office and principals in schools, have probably never ever had a very good idea of what the resource teacher role is all about. We as a J.A.C. endeavoured to make it clear by publishing our Report and sending it to all schools in the state. We got feedback from only three schools. You will be aware that the J.A.C. Report only listed a range of duties which the resource teacher would probably undertake.

I think that the biggest problem we have had since the inception of the course is the lack of decent interpretation to schools of what the resource teacher role is all about.

Q. *Was there any reason why the Department never set down a statement of the role beyond that which appeared in the J.A.C. Report?*

A. I don't know. You would have to ask them. The Director of Secondary Education did issue a statement in mid 1975. He sent a memo to schools about what he thought the role ought to be and this was subsequently included in the Department's Handbook of Administrative Procedures. The In-service newssheet "Impact" also carried a resume of a variety of resource teacher programs in mid 1978. There has been no other official statement promulgated by the Department (as far as I know) on the functions of resource teachers, except perhaps the information surrounding applications for the course in the E.O.G.

Q. *At this point in time would you feel that both the Department and the college agree about what resource teaching is?*

A. Again that is hard to know whom in the Department we are referring to. Probably my view has always been that resource teaching is variable from school to school, although the core areas of interest remain fairly common. That is, the main concern is with the student who has problems in learning and with his/her teachers. How resource teachers are deployed in each school depends on the priorities which each school sets up. They may vary from working with individual children - not totally, I don't believe that a remedial, withdrawal type operation is their total role, rather part of their role for hard core cases - to working with class teachers or subject co-ordinators to organise better programs.

Q. *Did the college, which was to be the training institution, have any input into the training program which the Department itself ran in late 1974 before the college course got underway?*

A. If I could just go back in time. There was some delay in getting permission from Canberra as opposed to the local B.A.E. approval for the course as a concept. The monies to establish the course, since it was mid-triennium and needed special funding, had to come from Canberra on the basis of funding from the Cohen Report for special educational needs in schools. I recall at the time that the funding was very slow to come through and did not come through until October. But, that was not a condition of our not being able to get going.

We did have the local approval to start before the Canberra approval came through. By May of 1974 the Department of Education said there was no way in which they could release teachers in mid-year to undertake the course. The college, working on a semester basis, therefore had to delay the start of the course from mid 1974 to February 1975 and informed the Department accordingly. The Department then accepted February 1975 as a starting point.

Subsequently I was overseas in September and October 1974 and do not have first hand knowledge of the ten week (?) course which the Department ran. I do not know therefore, to what extent invitations were issued to our staff to participate. In no way was the college notified of the start of that course. In no way was the college ever notified of the content of the course. A variety of lecturers were apparently brought in from different institutions around Brisbane but not from Kelvin Grove, the designated training institution.

Q. *To an outsider it might seem strange that a college and a Department of Education work closely to develop a course and then while they are waiting for that course to begin the Department initiates its own course and does not consult or involve the college it has designated as its training institution. Is that fair comment?*

A. Yes, it surprised me. We have developed an official B.A.E. course, officially accredited by the A.C.A.A.E. carrying a Post Graduate qualification for its graduates. For the employing authority then to train something like thirty teachers in a course not carrying any official academic accreditation for their work seemed to me destined to cause trouble for the resource teacher concept. This has proved to be true.

Q. *Did that have any effect on the relationship between the college* *and the Department?*

A. Initially no because the college was never involved. However, in 1975, of our first intake of sixteen people, two had previously completed the Departmental course. In their words, they had been given to understand that even though they had done the Departmental course they would still be allowed to attend the college course and get the official accreditation. When the time came for them to apply for the college course, they were told they had already been trained and not to expect release again. The two who were allowed to attend were two who apparently made very strong representations and won their points.

Q. *How has the college course kept in touch with the needs of schools and fitted its course to these field needs?*

A. I don't know that the placement of teachers has been well done in all cases. There appears to have been little preparation done in some schools which were to receive resource teachers and more in others. The view did, and I think still does, exist to some extent that resource teaching is very much like remedial teaching and you simply place the 'bad eggs' in one class and assign the resource teacher to teach them or else withdraw them for remedial help. Indeed many resource teachers were apparently happy to work in back rooms doing remedial withdrawal because the pressure of having to work with class teachers was taken from them.

It was my view that the college had as its main responsibility, the training of teachers at the college. The implications for developing the resource teacher role in the school lay with the employing authorities. It was their responsibility to undertake the recommendation of the J.A.C. Report which said that briefing ought to take place in each school before the arrival of the resource teacher. College personnel did not have enough time to visit schools to do this. The Department of Education did appoint a Co-ordinator of Remedial and Corrective Programs in Secondary Schools. My understanding was that the Co-ordinator visited the schools doing the briefing, preparation, and important follow-up work. I have not seen any description or evaluation of that role so I do not know how it was done. I suspect that the role was an important one upon which the resource concept hinged.

In 1979, College lecturers were involved in training four resource teachers in the schools to which they were to return. This appeared to be beneficial to all concerned.

Q. *Were resource teachers in training advised early in their course of the school to which they were to be appointed so that some liaison might take place with the school?*

A. This was considered to be a desirable feature but it was never achieved until 1979 when such a liaison was achieved with four schools - 3 private and one state. Normally the state resource teachers were informed verbally in the first instance, by the Co-ordinator of Remedial Resource Teachers in high schools, generally during their last week of training when it was too late to do any in-depth briefing in the school. I understand that the resource teacher staffing requirements were not finalized until late in the course.

Q. *Did the college make any special preparations for the introduction of this course?*

A. Three new members of staff were appointed, though not for sole involvement in the course. Improvements to the library and support staff were also made. Detailed planning occurred through the J.A.C. and as the basis for the Final Submission to the B.A.E. The Course Co-ordinator was granted 7 weeks special leave for travel in the U.S.A. to investigate developments there.

Q. *The term 'Change Agent' has been used since the course started. You for example, used it when you wrote about resource teaching (O'Connor 1977b). Yet it was not used in the J.A.C. Report. Is this a new aspect of the role or is it one which was always understood without this specific term being applied?*

A. The concept has always been there if not used in that phrase. The resource teacher's role has been to go into a school hoping to bring about a change in teacher attitudes and strategies in dealing with children with special needs; to bring about a change in the executive part of the school in the way in which they organise the timetable, the way in which they organise the streaming of students, and the way in which they organise subjects which students may or may not take. We sought to have these considered as issues so that programs might be developed in grade eight which were addressed to the needs of students so that they could avoid the failure situation involved in a "traditional" academically-oriented high school.

Q. *If resource teachers were to be able to bring about such changes in what must be a very subtle way, they would need to be very high quality people. In terms of recruiting, was any effort made to attract high quality people? Was that seen as a desirable feature?*

A. Implicitly it was always seen as necessary. To what extent it was explicitly recognised it is difficult to say. My recollection is that we were able to utilize people's academic qualifications as one basis. There were some people admitted to the course who did not have three year training but who had other desirable attributes; very successful high school teaching, interest in slow learners, respect of their peers, innovative. Implicitly we selected these people. We had no other criteria on which to judge. The notion of interviewing people was not implemented until the second year of the course.

The college held the view that the employing authority was responsible for the selection of candidates, those people whom they considered would do a good job. We then came to the question, "How well did those people know the job requirements for which they were selecting people?" We realise now that some principals recommended teachers whom they wished to have transferred.

Q. *Has the college been satisfied that a high quality person has been identified and brought forward for training?*

A. No, but it is very difficult to predict accurately those who might fail and those who might not. The records show that seven people have failed the course. Perhaps several of these should not have been chosen. The employing authority has to live with the fact that some of its nominees failed just as the college has to accept the fact that some of the private students allowed on course have failed.

I think the issue of selecting the appropriate person for the job is a much broader one than the initial screening process we use. The job will attract people if the job is attractive in itself. But mitigating against this attractiveness have been several problems, supernumary status, a suitable career structure, and appropriate remuneration on completion of study. None of these conditions has been effectively resolved as yet. In our recent Five Yearly Review of the course, it was suggested that the responsibility to select candidates who would make good resource teachers lay solely with the college. I do not agree with that. It is very difficult for College lecturers to determine future success on the basis of interview alone. We depend on employers to help us with that. The employing authority therefore has to encourage principals to recommend only those people whom they will be glad to have back as resource teachers, doing a job which has been agreed upon by all involved.

Q. *Are there any aspects of the program you would change if you could go back to the beginning again.*

A. The College program has changed. Diagnosis and Remediation in Mathematics only came in two years after the course started. That was an omission caused I think by the influence of what was going on in remedial education in 1974. Remedial mathematics became a strong entity in the college after the course began.

I would have expected that the Department would not run its own course. If it had to do so I would have expected that the College would have been advised, as we kept the employing authorities closely informed of our plans through the J.A.C. Safeguards could then have be been worked out to prevent the formal training prospects of the thirty people involved being jeopardised. My understanding is that this avenue of training has been so affected to date. It has probably caused some dissension amongst resource teachers. I have heard some refer to a "Them" and "Us" situation. I think it disadvantaged those teachers who did the short course and have subsequently been denied access to an accredited course such as the one at Kelvin Grove. James Cook University started offering places in, I think, 1976. Since then, I know of one teacher who wished to attend the Kelvin Grove course but was directed to James

Cook and given no choice. I think that the employing authority, adter helping to set up a course, has to be careful about supporting it. The original expectation in 1974 was that the Department would release nineteen or twenty teachers of the twenty we expected but we had to limit that number in order to allow for places for Catholic Education and the Independent Schools. We have in fact never been higher than the sixteen people we had on the third intake (Semester 1, 1976).

The other important change I would seek would be for a much closer liaison between the college and all employing authorities in terms of the way in which people were employed. I would look to see that all aspects of the J.A.C. Report were fully implemented, or difficulties resolved. Five years is too long to wait for decisions on such things as supernumary status, career structure and so on. Had those recommendations been implemented early in the piece, then a lot of difficulties involved in giving birth to the resource teacher role could have been short cut. Certainly the problems associated with course completion would not have arisen.

Q. *Do you think resource teaching will continue in Queensland high schools?*

A. I think it is a short term, say ten to fifteen year, concept. Ultimately we need better trained classroom teachers. The concept of mainstreaming is also doubtful. I believe we will find high schools moving towards a different form of streaming within the next decade. Teachers were never adequately prepared for mixed ability classes and in general have never learned to cope with them. It would appear that high schools are going to have to develop less traditionally academically-oriented programs which will mean the development of some form of streaming.

Resource teaching as a concept can perhaps be continued for another three to five years provided it receives the kind of support I have previously mentioned.

APPENDIX 6

ROLE AND DUTIES OF RESOURCE TEACHERS

1. To work under the direction of the Principal. The resource teacher is not to be attached to any Subject Department in the school.

2. To act in a consultative capacity to Subject Masters and classroom teachers in all departments, with regard to educational diagnosis and teaching method and strategy to individualise instruction.

3. The resource teacher should not normally be time-tabled, but if so only for a minimum period of time.

4. The resource teacher could act as a member of a teaching team if the situation warranted it, and in a withdrawal situation as a remedial teacher where the situation demanded it.

5. There should be frequent consultation with the Guidance Officer, especially on testing procedures. The resource teacher should act closely in liaison with the Guidance Officer, and there must always be a clear understanding between them both of their respective roles; there should also be frequent consultation with teacher-librarians and subject masters on material requirements for effective work.

6. The resource teacher will need to have access to books and A-V material in order to build up a viable resource centre.

7. If possible, the resource teacher should have the sole use of a room.

8. The resource teacher must serve the whole school and not just one department of the school.

(Handbook of Administrative Procedures
in Secondary Schools, Department of
Education, Queensland)

Appendix 7

Kelvin Grove College of Advanced Education

Victoria Park Road
Kelvin Grove, Brisbane
Queensland 4059
Telephone 356 9311
Telegrams Kelvincol

Reply Quote:
[redacted]

Dear Principal,

I respectfully request your co-operation in an investigation I am conducting into Secondary Resource Teacher Programmes in Queensland.

The first part of the study involves the collection of data regarding such things as what kind of people become resource teachers, what their role is in schools and what they think colleagues in schools expect of them. After the collection of this information by way of the enclosed questionnaire, I hope to obtain permission to visit a sample of schools to obtain opinions of the resource teacher role from administrators and teachers at first hand. All information obtained will, of course, be treated in the strictest confidence and under no circumstances will any schools or individuals be identified.

At this time I should like to obtain information regarding your resource teacher programme by asking your resource teacher to kindly complete the enclosed questionnaire. If you are willing to allow this request will you please pass the enclosures to your resource teacher who will handle it from there. Should you be unable or unwilling to have your school contribute will you please return the enclosures to me in the envelope provided. Some indication of your decision would be welcomed in such circumstances in order that I need bother you no further.

Thanking you in anticipation.

I remain,

Yours sincerely,

A. (Bert) Morris,
Lecturer in Resource Teacher
Programme

Appendix 7

Telephone 24 001

DEPARTMENT OF EDUCATION

TREASURY BUILDIN
QUEEN STRE
BRISBA

Refer to:
Extension:
Your Ref:
Our Ref:

TO THE PRINCIPAL

Approval has been granted for Mr A. Morris, Lecturer, Kelvin Grove College of Advanced Education, and post-graduate student from the University of Queensland, to approach you with a view to securing your co-operation in a research study he is undertaking.

Mr Morris is investigating the role of the resource teacher in secondary schools. The study is comprised of three stages:

(i) a questionnaire to be completed by resource teachers;

(ii) follow-up interviews of a sample of these resource teachers; and

(iii) interviews with a sample of school personnel to establish perceptions of the resource teacher's role.

I should like to point out to you that approval of this Department in no way obligates the school or the staff.

Yours faithfully,

C. GILMOUR
Director-General of Education

Appendix 7

Kelvin Grove College of Advanced Education

Victoria Park Road,
Kelvin Grove, Brisbane,
Queensland, 4059,
Telephone: 356 9311
Telegrams: Kelvincol.

Dear Resource Teacher,

Resource Teachers have now been in operation in Queensland secondary schools for almost two years. As you well know the role has developed in many different ways with each school having it's own perception of the requirements. It seems useful at this time to establish just how the resource teacher is employed and in what ways the role is likely to develop. As part of this exercise it will be necessary to ask a wide range of people, resource teachers, class teachers, subject master/mistresses, administrators, just what they see as the role of the resource teacher.

As a first step, I wish to obtain factual information from all secondary resource teachers in order that the range of activities undertaken may be identified. You will appreciate that because there is a relatively small number of resource teachers, each response is vitally important. Will you please help by completing the enclosed questionnaire and returning it to me at Kelvin Grove by December 3rd.
It is important that responses be obtained from all resource teachers and I should therefore be most grateful for your co-operation. The questionnaires are coded so as to allow checking of returns but no names are required and all information will be kept in the strictest confidence.

You will be informed of results as they become available.

Thanking you in anticipation.

Yours faithfully,

B. Morris,
Lecturer co-ordinating Grad. Dip.
Course in Secondary Resource Teaching.

Appendix 8.1

RESOURCE TEACHER QUESTIONNAIRE, 1976

SECONDARY RESOURCE TEACHING IN QUEENSLAND.

A. PERSONAL DATA.

1. SEX: FEMALE ( ) MALE ( )

2. AGE:

3. DETAILS OF PRE SERVICE TEACHER TRAINING:

   a) Years
   b) Institution
   c) Award received
   d) Level trained to teach (e.g. primary)
   e) Subjects you were trained to teach.

4. DETAILS OF TERTIARY EDUCATION:

   a) Years
   b) Institution
   c) Award received
   d) Main subject area(s)

5. Courses you took in order to become a Resource Teacher

Nature of Course	Length	Year	Institution

6. Please provide details of any additional university or college courses you have (or are) completing.

Subjects	Year	Institution

7. Total years teaching experience (include this year).

8. What subjects did you mainly teach before becoming a resource teacher?

10. How long have you been a resource teacher?

B. RESOURCE TEACHER TRAINING.

11. What should be the major emphases in training future resource teachers?

12. In what ways was your own training relevant (or irrelevant) to the role you now have?

RELEVANT	IRRELEVANT

13. What additional training courses could be offered now that would help you as a resource teacher?

14. Where, when and for how long should these courses (number 13) be offered?

C. **RESOURCE TEACHER QUALITIES.**

15. Below are some qualities which resource teachers might need to possess. Space has been left for you to write in any additional qualities you think should be included. Please rate all the qualities in two ways:-

   a. Rank order: placing the most desirable quality first (1), the next second (2) and so on through the list.
   b. Desirability. Rate all qualities on the five point scale provided:- strongly agree to strongly disagree. Place a mark in the column you feel indicates your impression of the need for that quality.

Rank	Quality	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	Resource teachers need to be:						
	Intelligent						
	Patient						
	Strong minded						
	Flexible						
	of high self concept						
	cheerful						
	trustworthy						
	experienced teachers						
	accepted by staff						
	accepted by students						
	accepted by administrators						
	well organised						
	effective teachers						
	energetic						
	highly committed						
	innovative						
	independent						
	well trained						
	well educated						
	good leaders						
	happy						
	Perceptive						

D. RESOURCE TEACHING

16. Are resource teachers actually doing what the Department of Education intended them to do? Indicate in the respective columns what you think you are supposed to do officially and what you actually do in practice.

SUPPOSED TO DO	ACTUALLY DO

17. If what you are doing differs from what you think you are supposed to, please explain why.

E. FACILITIES

18. Do you have a room permanently assigned for your sole use as a resource teacher? Yes ( ), No ( ).

19. What are the dimensions of this room? ________ by ________
Is it carpeted? Yes ( ), No ( ).

20. How would your room be described if you were not using it? (e.g. store room, office, class room) ____________

21. Location. Check the location of your room; adjacent to administration offices ( ), within library complex ( ), centrally amongst regular classrooms ( ), within a school block but removed from regular classrooms, in a temporary classroom (demountable) ( ), elsewhere ( ) describe ____________

22. What image of your role as a resource teacher does the type of room and its location present to the staff and students.

23. Would you like a different image to be presented? Yes ( ), No ( )
If yes, how could a change of image be achieved? ____________

24. Do the furniture and fittings in your room present an attractive appearance to students? Yes ( ), No ( ), Don't know ( ).
If no, how can they be made more attractive? ____________

25. Have you tried to change the appearance of your room? Yes ( ), No ( )
With what success? ____________

26. How much money has been spent on materials for the use of the R.T. at your school? ____________

27. Over what period was this money spent? ____________

28. Was the money spent at the discretion of the R.T.? Yes ( ), No ( )
If no, describe what constraints were imposed. ____________

29. Do you have full control over the materials which have been purchased for the resource teacher? Yes ( ), No ( ).
If no, explain. ____________

30. Are you happy about the provision and control of resource teachers materials in your schools. Yes ( ), No ( ).
If no, explain ______________________________

F. PERCEPTIONS OF RESOURCE TEACHER ROLE.

31. What do you think the administration in your school perceives the role of the resource teacher to be? ______________________________

32. Would you like to change this perception? Yes ( ), No ( ), If 'yes' how would you like it changed? ______________________________

33. What do you think teachers in general in your school perceive the resource teacher's role to be? ______________________________

34. Would you like to change this perception? Yes ( ), No ( ), In what way would you like it changed? ______________________________

35. What do you think the official Department of Education view is of the role of the resource teacher? ______________________________

36. Is the role of the resource teacher described in writing in your school. Yes ( ), No ( ). If 'yes' is this description easily available to all teachers? Yes ( ), No ( ).

37. What support do you receive from the Department of Education to help you in your role as a resource teacher? ______________________________

38. Do you feel the Department of Education does enough to support you in your role as a resource teacher? Yes ( ), No ( ). If 'no', how would you like this support to be improved? ______________________________

39. Do you think many other teachers in your school are attracted to resource teaching? Many ( ), Some ( ), Very few ( ), None ( )

40. What image do you think resource teaching has to-day? ____________________

____

____

____

41. What do you see happening to resource teaching in five years time?

____

____

____

____

42. Will you stay in resource teaching? Yes ( ), No ( ). If 'no' please explain why not. ____________________________________

____

____

G. HANDICAPPED STUDENTS.

The official policy of the Queensland Department of Education is to integrate exceptional children in regular schools wherever possible. The following questions seek to clarify some of the factors involved in this process.

43. Has any survey been carried out in your school to establish whether any students have a Special Education background? Yes ( ), No ( ), When ________

44. How many students do you know of who have a Special Education background? ________

45. Indicate the type of disability involved and the grade levels. (e.g. visually handicapped grade 8 three, grade 9 two).

____

____

____

____

____

46. Do you provide support to any integrated students? Yes ( ), No ( ), Explain why.

____

____

____

____

47. Is any other support provided for integrated students? Yes ( ), No ( ). Explain. ________

____

____

____

48. What process exists in your school to follow up students who received remedial help in primary school? ________

____

____

____

____

49. How many ex-primary remedial students still require support? ________

How many actually receive support? ________

Please explain your involvement. ________

____

____

H. WORKLOAD

50. (i) Hours.

Indicate the number of hours you spend in an average week on the following tasks:

a. Teaching regular classes ____________________

b. Withdrawing individual students ____________________

c. Withdrawing groups of students ____________________

d. Working with individual students in a classroom situation __

e. Working with groups of students in a classroom situation __

f. Team teaching with regular class teachers ____________

g. In conference with teachers ____________________

h. In conference with administrators ______________

i. Preparation of materials ____________________

j. Other (please specify) ____________________

51. (ii) Students.

Indicate the numbers of male and female students worked with in each category in an average week.

(Note, a student may be counted in more than one category)

GRADES

CATEGORIES	8		9		10		11		12	
	m	f	m	f	m	f	m	f	m	f
a. Number of students taken individually in withdrawal situations										
b. Number of students withdrawn in groups of 1-3										
c. Number of students withdrawn in groups of 4-7										
d. Number of students withdrawn in groups of 8+										
e. Number of students taught individually in a class situation										
f. Number of students taught in groups in a class situation										
g. Number of students who are taken for reading										
h. Number of students who are taken for spelling										
i. Number of students who are taken for maths										
j. Number of students who are taken for behaviour problems										
k. Number of students who are thought of as gifted										

52. (iii) Class Work

a. Are you time-tabled to teach any classes on a regular basis?
Yes ( ), No ( ).

b. Was it your decision to take regular classes?
Yes ( ), No ( ).

If 'yes' how do you feel about continuing this practice?

____

____

____

If 'no' how do you feel about continuing this practice?

____

____

____

c. What classes do you teach on a regular basis? (e.g. English 8A1)

____

____

____

d. Are you presently involved as a resource teacher in any team-teaching situations with regular class teachers? Yes ( ), No ( )

If 'yes' how many?

____

I. TEAM TEACHING.

To be completed if you are involved in any team teaching situations with class teachers. Please complete a separate page for each class/teacher worked with. Spares are provided at the back.

a. Class ________ Subject ________ No. of Students ____________

b. Who initiated the teaming arrangement? ____________________

c. What has been the period of this venture so far? ____________

d. How long do you expect it to continue? ____________________

e. What is your role in the arrangement? ____________________

f. What is the class teacher's role? ____________________

g. Are any other adults involved? Yes ( ), No ( )
If 'yes' what is their role? ____________________

h. What benefits have been gained so far? ____________________

i. What problems have emerged? ____________________

j. What would you change if you could? ____________________

k. Do you think your role in the arrangement is a legitimate one for a resource teacher? Yes ( ), No ( ). If 'no" please explain.

l. What did you expect your role to be when you agreed to co-operate?

m. Did the arrangement turn out as you expected? Yes ( ), No ( ).
If 'no' please explain. ____________________

n. What is the administration's attitude to the arrangement?

o. What is/are the class teacher's sex? ______ Approximate age ____
Teaching experience? ____________________
Qualifications? ____________________
Subjects trained to teach? ____________________

NOTE: Please continue over the page if you need more space for any point. Please number any extended answers.

APPENDIX 8.2 RESOURCE TEACHER QUESTIONNAIRE 1977-78

DIRECT HELP

SECTION 1

1.00 Do you withdraw any students on a one to one basis? YES/NO

IF YES.

1.1 How many ____________ 1.2 How many periods each per week ________________
1.3 How much time each per week ________________
1.4 What grades are they from ________________
1.5 How many males ____________ females ____________
1.6 How many of these students came to you for: reading ________________ maths ____________ other (please specify) ________________

2.00 Do you work in any in-class situations with other teachers? YES/NO

IF YES.

2.1 How many? ____________ How much time involved? ________________
2.2 How many periods per week (specify) ________________
2.3 What grades (specify) ________________
2.4 What subjects (specify) ________________
2.5 Please say how you came to be involved in the inclass situations above and what your input and the input of the class teacher has been and is

3.00 Do you teach any small groups of students? YES/NO

IF YES

3.1 How many periods per week ____________ How much time involved ____________
3.2 How many groups ________________
3.3 How many students per group _____; _____; _____; _____; _____; _____; _____
3.4 Number of students per grade e.g. gd. 8 (14) gd. 9 (4) ________________
3.5 Number of students per subject reading ________________ maths ________________ others (please specify) ________________

SECTION 2.

INDIRECT HELP

4.00 Do you provide any planned but indirect help for students? YES/NO. (Example: Using volunteers (parents, students etc.) to hear students read. Setting up and advising on remedial classes taught by other teachers). Please describe giving subject(s), numbers, type of help, your input.

5.00 Do you provide any indirect help to students? YES/NO
(Example: discussions with teachers about text books, reading skills, open area groupings?)
Please describe giving subjects, number of teachers, type of help.

SECTION 3 **SCHOOL ROLE**

6.00 Do you teach any regular classes? YES/NO

IF YES

6.1 Is this by your choice? YES/NO

6.2 How many classes do you teach ________________

6.3 How many periods per week? ____________________

6.4 Are these classes bright, mixed ability or slow learning groups? Please describe as you see them.

7.00 Please add any comments which you feel are pertinent to understanding your role as a resource teacher.

8.00 Did you teach at your present school before becoming a resource teacher there? YES/NO

IF YES

8.1 For how long? ______________ What subjects? ______________________________

9.00 How long have you been a resource teacher?

9.1 Altogether _______________ 9.2 In how many schools? ____________________

9.3 At your present school _______________________

Thank you

Bert Morris.

Appendix 9.1

AMOUNT OF TIME TEACHING SMALL GROUPS

Table 54

SMALL GROUP WITHDRAWAL: WEEKLY HOURS SCHEDULED BY RESOURCE TEACHERS FOR WITHDRAWING SMALL GROUPS

	Range of hours per week	Mean no. of hours	S.D.	% of R.T. scheduled time
1976	0-21	9.3	4.3	49.0
1977	0-28.5	10.4	6.1	49.8
1978	0-19	8.1	5.5	42.4

Appendix 9.2

Table 55

SMALL GROUP WITHDRAWAL: FREQUENCY OF WITHDRAWAL OF SMALL GROUPS BY NUMBER OF RESOURCE TEACHERS

		Numbers of groups withdrawn																	
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No's of RT's	1977	2	0	3	7	3	4	6	6	3	3	1	2	0	2	2	2	0	1
	1978	3	1	7	1	6	9	5	1	6	2	2	2	1	0	0	2	0	0

Table 56

SMALL GROUP WITHDRAWAL: FREQUENCY OF WITHDRAWAL OF SMALL GROUPS BY %'s OF RESOURCE TEACHERS

		Numbers of groups withdrawn				
		0 groups	1-5 groups	6-10 groups	more than 10 groups	N.A.
Percentages or R.T.'s	1977	4.3	36.9	41.3	15.2	2.1
	1978	6.2	50.0	33.3	10.4	0

Table 57

SMALL GROUP WITHDRAWAL: NUMBERS OF STUDENTS WITHDRAWN BY % OF R.T.'s

	Total number of students withdrawn in small groups										
	0	2-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
1976	2.8	8.5	20.0	8.5	22.8	5.7	2.8	11.4	2.8	8.5	5.7
1977	2.1	2.1	17.3	17.3	21.7	17.3	6.5	8.6	2.1	4.3	0
1978	6.2	6.2	20.8	10.4	22.9	12.5	16.6	2.0	2.0	0	0

Note: Data include students who are withdrawn for more than one subject. These students are counted for each subject for which they are withdrawn so that some double counting occurs.

Appendix 9.3

Appendix 9.4

Table 58

SMALL GROUP WITHDRAWAL: MAXIMUM AMOUNT OF RESOURCE TEACHER TIME AVAILABLE PER WEEK TO INDIVIDUAL STUDENTS BY % OF R.T.'s IN SMALL GROUPS

	N	10 Mins	10 but <20 Mins	20 but <30 Mins	30 but <40 Mins	40 but <50 Mins	50 but <60 Mins	240 Mins	No small groups
1976	35	20	45.7	11.4	8.5	5.7	0	2.8	2.8
1977	46	17.3	36.9	23.9	6.5	8.6	2.1	0	4.3
1978	48	18.7	41.6	27.0	4.1	0	2.0	0	6.2

Appendix 9.5

Table 59

1976, HOURS SCHEDULED BY SCHOOLS IN A NORMAL WEEK TO: RESOURCE ROOM, IN-CLASS RESOURCE AND CLASS TEACHING-RESOURCE ACTIVITIES

School Number	Resource Room	In-Class Resource	Class Teaching	Total Hours Scheduled	Resource Categories			
					RRm	ICR	BRR	CTR
1	12.5	-	-	12.5	✓			
2	21.5	-	3.7	25.2	✓			
3	16.0	1	4.5	21.5	✓			
4	13.5	7	-	20.5	✓			
5	17.0	1	1.5	19.5	✓			
6	13.5	15.0	4.0	32.5			✓	
7	18.0	2.0	-	20.0	✓			
8	10.0	2.0	-	12.0	✓			
9	15.0	-	-	15.0	✓			
10	13.0	3.0	2.2	18.2	✓			
11	14.5	4.0	-	18.5	✓			
12	11.5	2.0	1.5	15.0	✓			
13	16.0	-	6.5	22.5	✓			
16	15.0	5.0	5.0	25.0	✓			
17	2.5	8.0	-	10.5		✓		
18	11.0	1.5	7.0	19.5	✓			
21	19.0	1.5	3.7	24.2	✓			
22	8.5	2.0	6.0	16.5	✓			
23	17.5	-	-	17.5	✓			
25	16.0	1.0	4.5	21.5	✓			
26	8.5	3.0	10.5	22.0	✓			
27	18.0	2.0	-	20.0	✓			
28	14.5	3.2	-	17.7	✓			
29	10.0	6.7	-	16.7			✓	
30	12.7	-	6.0	18.7	✓			
31	10.7	-	4.2	14.9	✓			
32	15.0	-	-	15.0	✓			
34	17.0	1.0	3.0	21.0	✓			
36	9.0	-	3.0	12.0	✓			
37	7.2	7.2	1.2	15.6			✓	
38	16.0	2.0	5.0	23.0	✓			
40	16.0	2.0	-	18.0	✓			
41	13.0	1.0	-	14.0	✓			
42	13.0	10.0	-	23.0			✓	
43	12.2	3.0	2.5	17.7	✓			
		N = 35	Number of schools		30	1	4	-
				Percentages	85.7%	2.8%	11.4%	

Appendix 9.6

Table 60

1977, HOURS SCHEDULED BY SCHOOLS IN A NORMAL WEEK TO:
RESOURCE ROOM, IN-CLASS RESOURCE AND CLASS TEACHING-RESOURCE ACTIVITIES

School Number	Resource Room	In-Class Resource	Class Teaching	Total Hours Scheduled	Resource Categories			
					RRm	ICR	BRR	CTR
1	18.7	2.2	-	20.9	✓			
2	12.7	6.0	-	18.7	✓			
3	22.5	0.7	-	23.2	✓			
4	19.5	4.2	-	23.7	✓			
5	28.5	-	1.5	30.0	✓			
6	12.0	6.7	3.7	22.4			✓	
8	16.0	3.0	-	19.0	✓			
11	9.7	6.7	3.0	19.4			✓	
12	4.2	7.5	-	11.7			✓	
13	15.0	-	7.5	22.5	✓			
15	8.2	1.5	13.5	23.2				✓
17	-	13.5	7.5	21.0		✓		
18	14.2	4.5	4.2	22.9	✓			
19	17.2	1.5	2.2	20.9	✓			
21	12.0	5.2	3.7	20.9	✓			
23	6.7	7.5	3.7	17.9			✓	
24	22.5	2.2	-	24.7	✓			
25	25.5	3.7	3.7	32.9	✓			
26	9.0	1.5	6.0	16.5	✓			
28	7.5	7.5	-	15.0			✓	
30	12.7	-	5.2	17.7	✓			
32	12.7	3.0	-	15.7	✓			
33	7.5	15.7	-	23.2		✓		
34	22.5	-	-	22.5	✓			
35	24.0	1.7	1.7	27.4	✓			
36	13.2	4.5	-	17.7	✓			
37	6.7	9.0	4.5	20.2			✓	
38	8.2	4.5	6.0	18.7			✓	
39	29.2	-	-	29.2	✓			
40	11.2	3.0	3.7	17.9	✓			
42	13.5	6.7	2.2	22.4	✓			
43	10.5	3.7	3.0	17.2	✓			
44	15.0	5.2	-	20.2	✓			
45	18.7	-	-	18.7	✓			
46	-	22.0	-	22.0		✓		
47	21.0	-	-	21.0	✓			
48	14.2	2.2	-	16.4	✓			
49	15.7	9.0	-	24.7			✓	
50	18.0	1.5	-	19.5	✓			
51	15.7	0.7	4.5	20.9	✓			
52	18.0	5.2	1.5	24.7	✓			

School Number	Resource Room	In-Class Resource	Class Teaching	Total Hours Scheduled	Resource Categories			
					RRm	ICR	BRR	CTR
53	13.5	9.0	3.0	25.5			✓	
54	5.2	11.2	4.5	20.9		✓		
55	21.0	1.5	-	22.5	✓			
56	9.7	2.2	-	11.9	✓			
57	12.7	4.0	-	16.7	✓			
		N = 46	Numbers of schools		32	4	9	1
				Percentages	69.5	8.7	19.6	2.2

Appendix 9.7

Table 61

1978, HOURS SCHEDULED BY SCHOOLS IN A NORMAL WEEK TO: RESOURCE ROOM, IN-CLASS RESOURCE AND CLASS TEACHING-RESOURCE ACTIVITIES

School Number	Resource Room	In-Class Resource	Class Teaching	Total Hours Scheduled	Resource Categories			
					RRm	ICR	BRR	CTR
1	15.6	4.0	-	19.6	✓			
2	14.0	3.0	-	17.0	✓			
3	20.0	0.6	-	20.6	✓			
5	13.0	-	3.5	16.5	✓			
6	15.7	6.0	3.7*	25.4	✓			
8	8.6	8.3		16.6			✓	
9	20.5	-	-	20.5	✓			
10	12.3	4.0	-	16.3	✓			
11	8.0	5.0	1.5	14.5			✓	
12	-	13.5	3.0*	16.5		✓		
14	15.0	1.0	6.0*	22.0	✓			
15	19.0	3.5	-	22.5	✓			
16	10.0	5.0	4.0*	19.0			✓	
17	5.0	21.0	-	26.0		✓		
18	1.5	-	6.3*	7.8				✓
19	11.0	6.6	-	17.6			✓	
20	19.0	1.0	3.5*	23.5	✓			
21	9.0	7.5	4.0*	20.5			✓	
22	12.0	4.0	3.5	19.5	✓			
24	8.0	4.0	4.6*	16.6			✓	
25	18.0	3.3	-	21.3	✓			
26	6.2	1.5	7.5	15.2	✓			
27	18.0	-	6.0*	24.0	✓			
28	11.3	10.0	2.5	23.8			✓	
29	11.5	8.5	-	20.0			✓	
35	18.7	1.7	3.5*	23.9	✓			
37	13.3	4.0	5.3	22.6	✓			
38	10.0	2.5	4.0*	16.5	✓			
40	3.5	-	14.6	18.1				✓
43	9.0	2.3	4.6	17.9	✓			
44	24.0	1.5	-	25.5	✓			
45	19.0	-	-	19.0	✓			
47	9.5	-	-	9.5	✓			
48	24.0	-	-	24.0	✓			
49	19.3	0.6	-	19.9	✓			
50	10.0	3.3	9.3	22.6	✓			
51	6.5	3.5	3.5	13.5			✓	
52	8.2	4.5	5.2	17.9			✓	
53	10.0	9.1	2.3*	21.4			✓	
54	8.5	-	8.0*	16.5	✓			
56	6.3	5.3	-	11.6			✓	
57	4.0	19.0	-	23.0		✓		

School Number	Resource Room	In-Class Resource	Class Teaching	Total Hours Scheduled	Resource Categories			
					RRm	ICR	BRR	CTR
58	-	2.0	10.0	12.0				✓
59	15.6	8.6	-	24.2			✓	
60	4.0	4.0	10.0	18.0				✓
61	9.0	6.6	-	15.6			✓	
62	9.7	-	9.7	19.4	✓			
63	14.5	14.0	4.0	32.5			✓	
		N = 48	Number of Schools		26	3	15	4
				Percentage	54.1	6.2	31.2	8.3

Resource Role = More than ½ of total scheduled time devoted to Resource Room or Resource Teacher duties

Resource Room = More than ½ of scheduled resource time devoted to withdrawal of students from the classroom (RRm)

In-Class Resource = More than ½ of scheduled resource time devoted to in-class support programs (ICR)

Balanced Resource Role = More than 1/3 of scheduled resource time devoted to both RRm and R.T. duties (BRR)

Class Teaching = More than ½ of total scheduled time devoted to class teaching duties (CTR)

* Resource Teacher chose to teach regular classes